

MAINE CHARTER SCHOOL APPLICATION Submitted By Wayfinder Academy

AUGUST.25.2016

## Section I

# Maine Charter School Commission Executive Summary

Applicant Instructions (All relevant information must be provided as indicated)

Name of proposed Public Charter School Wayfinder Academy

Name of entity that will hold the charter Wayfinder Academy

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Title/Relationship to entity Chief Executive Officer

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Education Service Provider (if applicable) N/A

Partner Organization (if applicable) N/A

Physical address of school 215 Gloucester Hill Rd., New Gloucester, ME 04260

School administrative unit in which the school will be located MSAD 15

Intended opening date September 2017

Proposed grades and initial enrollment 100 students, grades 9-12

School Description (150 word maximum) Wayfinder Academy is an alternative high school offering academic and life skills instruction to teen parents and at-risk youth throughout Maine. Our approach is individualized and strengths-based, and we use Restorative Practices to foster connections between students, school and community. Our mission is to ensure Maine youth graduate from high school with the skills and experience necessary to make a successful transition to adulthood. We currently serve more than 80 students from throughout Maine who are at-risk of high school non-completion.

Attach a brief description of your school that includes the mission, grades served and other information that you would like to include to describe the unique program and student body you intend to serve.

**Application Certification** 

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation of a charter after its award. The person named as the contact person for the application is so authorized by the Board to serve as the primary contact for this application on behalf of the organization. I recognize that the entire public charter school application and all documents associated with the application are public record and will be posted on the charter school commission website.

Signature

Printed Name Dr. Dorothy Foote

Title (Position) Chief Executive Officer

## MINUTES OF SPECIAL MEETING OF THE BOARD

## WAYFINDER SCHOOLS

The Board Members of Wayfinder Schools held a Special Meeting on August 24, 2016.

The following Board Members were present: Don Russell, Kim Dorsky, Melissa Duffy, Susan Koch, Barbara Russo, Josh Soros, Brenda Chandler, Lowell Brown, Paul Andrews, Carol Emerson, Richard Shotte

Don Russell, President of the Board of Directors of Wayfinder Schools, called the meeting to order at 5:10pm and announced that the meeting was held pursuant to written waiver of notice and consent to the holding of the meeting. The waiver and consent was presented to this meeting and, on a motion duly made by Lowell Brown, seconded by Brenda Chandler and unanimously carried, was made part of the records and ordered inserted in the minute book immediately preceding the records of this meeting.

The undersigned, being a majority of Board Members of Wayfinder Schools, a Maine non-profit corporation duly incorporated, do hereby take the following actions and adopt the following resolutions pursuant to the Corporation's Bylaws, and direct that these resolutions be included in the Corporation's records.

**VOTED:** That Wayfinder Schools shall make contributions to Wayfinder Academy to cover any deficit as a result of lack of funding from the State of Maine or fundraising activities in order

to insure	e the cont	tinued ope	erations of	Wayfinder Academy.	
Yes	13	No	0	_ Obstain	
hereby a	uthorize	d and emp	powered to	• ,	hat the Director of the Corporation, is n(s) as he may deem appropriate or resolutions.
Yes	13	No	0	Obstain	

Melissa Duffy

Secretary

Wayfinder Schools Board of Directors

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#### A. Education Plan

# A.1 Mission, Vision, Identification of a targeted student population and the community the school hopes to serve



## Background

Wayfinder Academy (WA) is a non-profit organization seeking public charter school status to serve Maine youth at-risk of high school non-completion. WA is built upon the successful approach of Wayfinder Schools (WS), a well-recognized model of alternative education. Wayfinder Academy serves high school aged Maine youth within its Passages Program Track (community-based) and Residential Program Track (residential-based), and provides choice and opportunity for some of Maine's most vulnerable youth. This application describes the educational model and two learning tracks that make Wayfinder Academy a much needed addition to the public school option. WA supports at-risk students in successfully reaching an important milestone for future success—obtaining a high school diploma.

## **Mission Statement**

Wayfinder Academy offers students the experience necessary to discover their strengths and skills, connect with their families, practice personal responsibility, contribute to their communities, and earn a high school diploma.

#### Vision Statement

Wayfinder Academy strives to be a leading educational model for keeping kids in school, encouraging life-long learning and nurturing the skills to move them into adulthood. It is important to understand the complexity of each individual student, to identify and cultivate interests and gain both academic and life skills for a promising future. The scope of programming and approaches at Wayfinder Academy are specifically designed to meet the unique needs of each individual.

#### Overview

Wayfinder Academy has two distinct educational options:

- A community-based Passages Program Track for pregnant or parenting teens
- A nine-month Residential Program Track

## Passages Program Track



Passages is Wayfinder Academy's community-based program track. Founded in 1994, Passages is a home-based high school degree program for expecting and young parents, ages 14 to 20, who live within an 8-county catchment area including Knox, Lincoln, Waldo, Washington, Cumberland, York, Androscoggin or Sagadahoc Counties and whose education was interrupted by early parenthood. The learning approach encompasses a blended model of home-based instruction, online teacher/student class time, monthly small group workshops and experiential learning opportunities in the student's community and through "paying it forward" community service activities.

The success of this model is based on individualized instruction, blended instructional format, cultivating community involvement and in providing connections to essential services such as medical care, food and nutrition, and employment opportunities.

For more than 20 years, Passages has worked with hundreds of students to help them obtain their high school diploma in a way that is flexible and supports them while they increase their parenting skills. A strong, successful young parent will significantly impact their child's likelihood of success.

Research has shown that the educational attainment of the mother will be a significant indicator of the child's educational attainment. Historically, traditional public schools have not had the resources and flexibility needed to help these students and their children succeed. (*The Hechinger Report*, June 3, 2015). Passages is designed specifically to meet the needs of this population, and to positively impact the outcomes for both parent and child, including the greater economic security gained by graduating from high school, and having a parent who has graduated from high school.

In order to remove as many barriers as possible, Passages was designed to meet the student where they are: figuratively and literally. Critical components of the Passages approach include:

Flexibility in learning locations - Teachers meet students in their homes, at nearby libraries and/or coffee shops--wherever best supports their learning needs and their actual living situations.

Sensitivity to timing - Learning is done "anywhere, any time" to reduce the stress of obtaining an education while juggling many demands

Supporting students' children - Childcare is offered (at no charge) during all workshops, small group gatherings or by providing a nominal childcare reimbursement to the student who may pay their own provider so students can concentrate on the activity.

Meeting other needs - Passages identifies barriers to education and works to reduce or remove them. Whether it's transportation, lack of food, learning how to parent, finding caring friendships, setting life goals, learning how to budget, cook and keep house--Passages is there to support these students as they reach an important milestone that will make a difference for them AND their child, because when we support the student, we also support the next generation.

Many workshops are specifically designed for parent and child together. Teachers provide transportation as needed. If WA did not offer these accommodations, many young parents simply would *not* be able to consistently attend school. And yet 98% of applicants applying to Passages cite parenthood as a motivator for completing high school.

## **Residential Program Track**



Wayfinder Academy will operate a Residential Program Track on its 321-acre Opportunity Farm Campus in New Gloucester (see facilities section). The Residential Program track at Wayfinder Academy provides a unique opportunity for teens deemed to be *at high risk of high school non-completion* to discover their strengths and acquire real life skills while exploring the world through a social justice lens and ultimately earning a state-approved high school diploma.

By working with the most vulnerable youth, WA's Residential Program track actively aims to:

- address the high school dropout rate for some of Maine's most disconnected youth
- break the cycle of poverty
- · develop awareness around issues of social justice
- provide meaningful and empowering opportunities for teenagers to change perceptions and shift paradigms with regard to school engagement and life-long learning possibilities
- help others to realize what is possible in life

During a nine-month stay, the school becomes "home" to each student, who lives, learns and works with others; shares new adventures and forms long-lasting relationships.

A typical day in the program includes both on and off campus activities. While on campus, students spend their time in core academic classes and group specialty classes. Students also learn and carry out practical living skills such as completing daily chores, planning and preparing meals, and sharing meal time together. Free time on campus usually includes spending time in common space with laptops, engaging

in sports and physical activity, playing board games, musical instruments, enjoying the arts, journaling, etc.

Staff and students share in decision making and use the relational education model and restorative justice practices to build trusting and respectful relationships. For students, living at Wayfinder Schools means having fun and learning from one another. Students are asked to be patient, understanding, and forgiving with themselves and others.

## **Educational Foundation and Culture or Ethos**

Wayfinder Academy's educational foundation is built upon effective strategies that are specifically designed to reduce high school non-completion and while there are a multitude of reasons a student may drop out of school, many approaches to prevention are needed. The National Dropout Prevention Center/Network promotes the 15 Effective Strategies for Dropout Prevention clustered within 4 key areas (<a href="http://dropoutprevention.org/effective-strategies/">http://dropoutprevention.org/effective-strategies/</a>) that are most effective and ALL of these approaches are incorporated into Wayfinder Academy programs. In addition, NDPC/N identifies eight key elements that make up a successful program. Again, all are incorporated into Wayfinder Academy's model.

# 15 Effective Strategies for Dropout Prevention: 4 -

## **School and Community Perspective**

- 1. <u>Systemic Renewal:</u> A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.
- 2. <u>School-Community Collaboration</u>: When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.
- 3. <u>Safe Learning Environments</u>: A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels that enhance positive social attitudes and effective interpersonal skills in all students.

4.

## **Early Interventions**

- 5. <u>Family Engagement</u>: Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.
- 6. <u>Early Childhood Education</u>: Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.
- 7. <u>Early Literacy Development</u>: Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.

## **Basic Core Strategies**

8. Mentoring/Tutoring: Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

- 9. <u>Service-Learning</u>: Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.
- 10. <u>Alternative Schooling</u>: Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.
- 11. <u>Afterschool/Out-of-School Opportunities:</u> Many schools provide afterschool and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

## Making the Most of Instruction

- 12. <u>Professional Development:</u> Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.
- 13. Active Learning: Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.
- 14. <u>Educational Technology</u>: Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.
- 15. <u>Individualized Instruction</u>: Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.
- 16. <u>Career and Technology Education (CTE)</u>: A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.

## 1. A maximum teacher/student ratio of 1:10

This has been Wayfinder's model since 1973.

## 2. A small student base not exceeding 250 students

Total Projected Enrollment Table (attached): 180

## 3. A clearly stated mission and discipline code

Including use of Restorative School Practices. See Section A.2 Academic Plan

## 4. A caring faculty with continual staff development

 Excellent staff with a long track record of accomplishments and awards for work with atrisk youth

18 Key Elements of Successful Programs

- Passionate and compassionate educators who love working with adolescents
- Intensive ongoing professional development plan and implementation
- Annual team program review and improvement plans

## 5. A school staff having high expectations for student achievement

Strong track record of strengths-based approaches and expectations for all students.

## 6. A learning program specific to the student's development and learning style

Small school model which offers individualized attention, support, and instruction...in the context of community, individualized learning plans, customized assignments, student involved feedback sessions and assessment systems.

# 7. A flexible school schedule with community involvement and support

Both programs offer flexibility and advocate for strong student participation in their communities. Both foster deep connection and respect for differences between all and provide numerous opportunities to get involved in their communities.

## 8. A total commitment to have each student be a success

- Strength-Based and Learner-Centered Teaching Strategies
- Positive Youth Development
- Restorative Practices

(Source: Report by the National Dropout Prevention Network, 2015. Clemson University)

## **Core Beliefs**

Wayfinder Academy cultivates the following Core Beliefs in its everyday practices:

- Earnestly embrace restorative practices and creatively implement strength-based strategies
- Honor the talents, abilities, goals, and dreams of students and staff
- Envision and implement the most progressive, relevant, and engaging curriculum possible
- Welcome self-reflection and program review into everyday practice
- Inspire students
- Help students to attain new knowledge, skills, and experience
- Remain sustainable and adaptive in the face of ever-challenging social, political, and economic times
- Model a culture of honesty, compassion, effort, and respect
- Honor the transformative potential that inevitably occurs when people from diverse backgrounds come together with a common cause
- Create a safe learning environment that encourages risk-taking and empowers individuals to ask
  questions, make mistakes, and practice without fear
- Fulfill WA's mission
- Nurture a strong bond between parent and child from day one

## Why Wayfinder Uses Specific Instructional Methods

According to research done by a National Dropout Prevention Team from Clemson University, the methods used by Wayfinder represent a relatively unique and highly effective model of education. Wayfinder offers relational learning programs that transform the nature of a high school education by providing students with the skills and experience necessary to discover their strengths, connect with their families, practice personal responsibility, and contribute to their communities, and which culminate in awarding a high school diploma from the State of Maine.

Restorative justice practices are a cornerstone of Wayfinder Schools' educational philosophy. The programs engage students in restorative dialogues through circles and/or one-on-one interactions, which allow students to practice non-violent communication and problem solving skills, and to work toward building trusting, respectful relationships with their peers and the entire school community. All voices are heard, as the participants work toward mutually agreed upon solutions to problems, building a culture of mutual care and respect. The skills students learn during weekly opportunities include how to respectfully resolve conflicts and listen to honor the feelings of others, while accepting responsibility for their own actions, continue to serve them well in their post-graduation lives, as they will have new skills to handle the inevitable challenges they will face in adulthood.

## **Description of Student Population**

Each year, approximately one million U.S. students (or roughly 7,000 per day) drop out of high school. Students who do not complete high school earn less money than their counterparts with diplomas, and in fact are more than twice as likely to live in poverty than college graduates (U.S. Dept. of Ed.). Dropouts have less job security, are more likely to rely upon government assistance and are more likely to be incarcerated during their lifetimes (Northeastern University and others). Students who do not complete high school are more likely to become teen parents, and to have children who also do not complete high school. Recent studies by Columbia University and others indicate that high school dropouts are more likely to experience mental and physical health problems, and even to have lower life expectancy. "High

school dropouts have a life expectancy that's nine years shorter than high school graduates." (Teachers College at Columbia University, 2006)

A high school diploma matters because high school graduates:

- Are more likely to be employed, make higher taxable income, and aid in job generation
- Earn a national average of \$8,000 more annually compared to high school dropouts
- Are less likely to engage in criminal behavior or require social services
- Have better health and longer life expectancy

(Source: Why a High School Diploma Matters, America's Promise Alliance, 2016)

Further, teen parenthood is one of the strongest predictors of high school dropout, and income discrepancies are particularly significant among women without high school diplomas. In 2012 the ACLU stated, "Pregnancy is the #1 reason girls drop out of school," and according to a 2013 joint study by The National Campaign to Prevent Teen and Unplanned Pregnancy & America's Promise Alliance, "Nearly one-third of teen girls who have dropped out of high school cite early pregnancy or parenthood as a key reason. Only 40 percent of teen moms finish high school, and less than two percent of teen mothers finish college by age 30." A 2012 report by the CDC states, "the children of teenage mothers are more likely to have lower school achievement and drop out of high school, have more health problems, be incarcerated at some time during adolescence, give birth as a teenager, and face unemployment as a young adult." In 2010, the ACLU found, "When teens get pregnant, most drop out of school. When they drop out of school, they face a life of economic insecurity."

## **Passages Track Students**

Although teen birth rates have dropped dramatically over the last 10 years, they still vary greatly across the United States. The Centers for Disease Control and Prevention cite teen birth rates are higher in rural counties than in urban and suburban counties regardless of race or ethnicity. Other factors contribute to higher teen birth rates including: low education and low income levels of a teen's family; few opportunities in a teen's community for positive youth involvement; neighborhood level income inequality; and teens in the child welfare systems, who are at increased risk of teen pregnancy. A U.S. News & World Report (2012) indicates, "Nearly a quarter of dropouts cite disengaged parents and challenges of teen pregnancy, as the reason they quit school." Other factors include: "missing too much school, lacking the credits needed to graduate and leaving school to work and support a family."

Ninety-five percent (95%) of all Passages students cite two or more of these factors that led up to them leaving school or struggling to remain in school. The National Conference of State Legislatures indicates clear statistics around the future of teen parents:

- Only 40 % of teen mothers finish high school
- Fewer than 2% finish college by age 30
- Children of teen mothers perform worse on many measures of school readiness
- Are 50% more likely to repeat a grade, and are more likely than children born to older mothers to drop out of high school.

A June, 2016 report by Maine Children's Alliance, June, 2016 indicates a sharp decline in the number of Maine children who have health care. All these factors exist in Maine and create a cycle of poverty, poor health outcomes and declining educational attainment levels for teen parents and their children. Passages has worked for over three decades to turn these statistics around.

Passages began in the mid-coast region when Knox and Waldo Counties led the state in high teen pregnancy and dropout rates. With its proven success in graduating more teen parents as close to their

peers' age, other counties took notice. In 2005 efforts were made to bring Passages to Washington County, which is has one of the highest poverty rates in Maine, and a high rate of high school non-completion. Efforts there included working closely with the Passamaquoddy tribe to ensure young parents complete high school better prepared for post-graduation success. The 2011 merger with Opportunity Farm in New Gloucester allowed Passages to expand into the southern region of Maine. A targeted plan to grow Passages into other counties with high rates of teen pregnancies and low graduation rates makes sense. Often Passages students report a lack of effort by their resident public school to keep them enrolled, lack of flexibility in scheduling at their resident public school, feeling marginalized and ostracized by staff and students, lack of transportation and child care options all of which led up to their leaving.

Maine public schools also lack the numbers and the budget to offer an alternative program for teen parents. Daycare was offered at some schools but many have closed these due to the high financial cost of running a childcare facility that may not meet the demand of their community. Others simply cannot afford that option. Passages is able to meet the needs of students through the blended model of weekly visits and online support, keeping students enrolled.

## **Residential Track Students**

WA's Residential Program serves students at-risk of high school non-completion. This includes youth living in conditions of poverty, those with insecure housing, those who have faced adverse childhood experiences, those who have been placed in state custody of care, and those who have struggled in traditional school settings due to learning differences, bullying, harassment and other factors that commonly lead to dropout. In 2016, 53% of the residential graduating class of Wayfinder Schools had experienced homelessness and 100% were eligible for free and reduced lunch. Additionally, 38% were racial or ethnic minorities and 15% were refugees. 62% of our graduating class was from Lewiston.

Additional detailed data regarding the characteristics of the targeted student population are provided within each program track description in A.2 Education Plan.

Required Tab

Tab 1: Catchment Area Map

Gloucester, Camden and Machias.



## A.2 Academic Program

# Wayfinder Academy Proficiency-based Standards and an Overview of Assessment Strategies

Wayfinder Academy awards proficiency-based diplomas, which require students to demonstrate mastery over specific learning goals in order to progress through the curriculum. WA develops learning plans in collaboration with students, to address individual goals and identify necessary supports. WA also believes students should be made aware of where they are meeting standards, when they are approaching the mark, and when they are not making necessary progress toward proficiency. WA does this in weekly and our quarterly review meetings with students, as well through the various assessment tools outlined in the assessment section. This allows staff to identify trends, concerns, and areas of progress in conversation with students and to focus on areas of non-mastery from a problem-solving perspective. Because WA believes in individualized educational practices, positive youth development approaches, learning anywhere at any time, and because WA's program structure creates a small-school model, staff are able to provide the support students need in mastering important academic goals to prepare them for post-graduation success.



## PASSAGES PROGRAM TRACK

## Learning Approach and Core Skills Content Areas

## **Population Served**

Passages works specifically with pregnant and/or parenting teens living in our eight county catchment area through a blended program of home-based instruction, online teacher/student class time, monthly small group workshops and experiential learning opportunities in their communities and through "paying it forward" community service activities. Eligible students are ages 14 to 20 living in one of the eight counties Wayfinder currently serves: Androscoggin, Cumberland, Knox, Lincoln, Sagadahoc, Waldo, Washington and York Counties.

## **Barriers for this Population**

As a largely rural state, Maine has significant barriers that make it difficult for a young parent to stay in school while parenting. Except for the larger cities, there is no public transportation, scarce affordable or low income housing, and in many cases, housing that is often located far from daily resources such as

grocery stores, libraries, etc., required to support a family. In rural settings, schools are far away and infant child care options are rare to non-existent. Living in Maine, pregnant and parenting teens, although each and every one is unique, often experience many commonalities, including poverty, family and societal norms that don't support high school attainment, early childhood trauma, addiction and/or family history of addiction, inconsistent work history, gaps in their educational history, no reliable transportation and/or insecure housing, homelessness, frequent moves, food insecurity, mental health issues and parenting demands. A recent KIDS COUNT 2016 report, by the Annie E. Casey Foundation, indicates a sharp decline in the wellbeing of Maine children despite national trends.

# How Passages Meets the Need - Passages Learning Approach

In order to remove as many barriers as possible, Passages was designed to meet the student where they are. Critical components of the Passages approach include:

Flexibility in learning locations - Teachers meet students in their homes, at nearby libraries and/or coffee shops--wherever best supports their learning needs and their actual living situations.

Sensitivity to timing - Learning is done "anywhere, any time" to reduce the stress of obtaining an education while juggling many demands

Supporting students' children - Childcare is offered (at no charge) during all workshops, small group gatherings or by providing a nominal childcare reimbursement to the student who may pay their own provider so students can concentrate on the activity.

Meeting other needs - Passages identifies barriers to education and works to reduce or remove them. Whether it's transportation, lack of food, learning how to parent, finding caring friendships, setting life goals, learning how to budget, cook and keep house--Passages is there to support these students as they reach an important milestone that will make a difference for them AND their child, because when we support the student, we also support the next generation.

The National Dropout Prevention Center/Network reports similar successful strategies in their 15 Effective Strategies for Dropout Prevention.<sup>3</sup> Becoming a young parent can be the pivotal motivating factor to pursuing a high school diploma. But the high school needs of a young parent are significantly different from that of a teenager not parenting. They need and want practical skills in parenting, life skills in supporting their young family, work ready skills and recognition that they have much to offer society, their child(ren) and themselves. They need recognition for the many talents they have and can nurture instead of being marginalized by society because of an unexpected pregnancy. Becoming a young parent is the ultimate experiential learning opportunity. Graduates from Passages have often reported how "relevant...necessary...life changing" being in Passages was for them and their families. To best serve them, Passages' curriculum provides a relevant, alternative education model to meet the needs of young parents and their children.

In keeping with Wayfinder Academy' mission of providing a unique opportunity for adolescents deemed

<sup>&</sup>lt;sup>1</sup> Penman-Agular, A., Carter, M., Snead, M. C., Kourtis, A.P. "Socioeconomic Disadvantage as a Social Determinant of Teen Childbearing in the U.S." *Public Health Reports*, 2013 Supplement 1, Vol. 128. <a href="http://www.usnews.com/education/blogs/high-school-notes/2012/11/14/high-school-dropouts-blame-lack-of-parental-support-teen-pregnancy">http://www.usnews.com/education/blogs/high-school-notes/2012/11/14/high-school-dropouts-blame-lack-of-parental-support-teen-pregnancy</a>

<sup>&</sup>lt;sup>2</sup> "Kids Count Data Book", Maine Children's Alliance, 2015.

<sup>&</sup>lt;sup>3</sup> "Effective Strategies." National Dropout Prevention Center/Network, http://dropoutprevention.org/effective-strategies/, 14 Aug. 2016.

to be at risk of high school non-completion, Passages provides young parents an opportunity to discover their strengths and acquire real-life skills, while exploring the world and their community through a social justice lens, and ultimately to earn a state-approved high school diploma.

The Residential and Passages program tracks aim to address the dropout rate of our most vulnerable youth, break the cycle of poverty, develop an awareness of social justice issues, recognize their strengths as learners, enhance practical life skills, and provide meaningful and empowering opportunities to shift mindsets and paradigms around advocacy for themselves, their children and their fellow humankind.

## Passages School Day Structure

#### How it Works

How students approach each Core Skill is based on a teacher/student partnership that designs their study together. The student is asked to address a particular passion, fear, challenge or risk associated with the Core Skill and address specific standards within three core areas: Academic, Parenting and Life Skills. Within each component, specific Core Skills have been identified as necessary to develop the student's academic and parenting goals and their life skill needs. Under each Core Skill are associated standards to become proficient and earn a credit. Depending on both life experience, years of schooling and skill development each standard will expand or contract to meet the needs of the student at time of entry into Passages. Teacher and student together will identify the instructional materials, resources, experiences and people needed to address that particular student's individualized learning plan for the Core Skill. WA adopts a multiple pathways approach to engage, inspire and support students to reach their goals.

Students enrolled in Passages at Wayfinder Academy must earn all 24 credits and complete their Passage Project to earn their state approved diploma within the self-paced timeline (average 1 year up to 5 years). In order to earn credit in each class, they must achieve proficiency for each stated standard. This curriculum document outlines specific standards for each course area offered through Passages. We believe these standards represent crucial academic goals and objectives necessary for all high school graduates, *and* crucial parent and life goals necessary for engaged compassionate parenting and involve citizenship, and are based on Maine's Common Core of Learning visionary document. A student who does not demonstrate proficiency in meeting the set standards even with the necessary supports and accommodations, will not graduate from the Passages program.

Passages students are not formally ranked by traditional public school identifiers of "freshman, sophomore, junior or senior" while enrolled. Such ranking only occurs in the state required Infinite Campus Student Database by age for reporting purposes. Instead, their individualized course of study is tied to mastery of a Core Skill and progresses based on completion of Core Skills. This allows the teacher, with the student, to expand or compress the needed study time in any Core Skill based on the student's ability, prior knowledge and acquired knowledge demonstration, the need for practice, and augmented or enriched study options for gifted and talented. Math and Reading & Writing Core Skills remain open throughout their enrollment.

Experience and data shows, on average, a student can complete one Core Skill a month. Similar to a module system of instruction in private schools, this approach invites the student to take active part in shaping their study in the specific Core Skill allowing for intensive and innovative approaches to their study. But *more importantly*, it removes the barriers of time, place and childcare that make it so difficult for young parents to remain enrolled in traditional school.

Passages teachers live and work in the communities where students reside. A full time Passages teachers has a student load of 10. Current Passages capacity is 65 students with a staff of 8 teachers, 2 of whom are

Lead Teachers. The teacher meets the student in their home weekly and stays connected electronically, sending work back and forth with the student. Instructional time is one-on-one giving the student and teacher the opportunity to design and individualized the educational plan to fit the student's academic and life needs. The curriculum is not tied to a particular class time, semester or place, but tied solely to the student's learning; expanding and contracting as the student needs to accomplish the tasks. Learning takes precedence, time becomes variable. Thereby eliminating the need to define if the student is a Freshmen, Sophomore or in the final Senior year of study.

## Learning Centers - The Passages Hubs

Passages currently has three community hubs located in Camden, New Gloucester and at the University of Maine at Machias. Each hub has 2 to 3 teachers (depending on the size of enrollment) which form a team for their particular location. Each Passages team designs workshops to bring students together within their communities to explore a particular Core Skill or topic. Transportation is provided to the students and their children (see Transportation Plan). Workshops help connect and reduce the isolation most young parents experience, especially in the largely rural state of Maine.

Passages Hubs also serve as social gathering places, for students to come together, with their children, to share life experiences, learn from one another and celebrate their accomplishments.

## Teachers' Approach to Learning

Because of the unique school delivery system and student population, Passages seeks the best teachers who can connect and inspire young parents. Because students seek out Passages versus being "placed" or "made" to attend, Passages staff must instill a sense of trust, respect and competence as partners with their student on their educational journey. They also must have a level of calm, support and compassion when working with students in all environments. Passages teachers are guests in students' homes; they must have a mixture of intuition, sense of safety, patience and focus to help create a learning environment no matter what they encounter. But more importantly, teachers are entering into a relationship that is tuned to the particular needs, interests and learning goals of their student. Each teacher delivers the entire curriculum requiring them to collaborate with their colleagues to seek out the best approaches in meeting their students' academic and parenting needs. Therefore, the Passages team is made up of teachers with particular expertise. Currently one Lead Teacher is certified in math and clinical counseling. Another Lead Teacher is certified in literacy, early childhood education and in post-secondary planning. Other expertise is in English Language Arts, adult education, family life and health education, and fine arts. Together, each teacher assumes responsibility in supporting the others within their areas of expertise.

Passages cultivates a professional passionate team environment where all teachers feel comfortable and connected to each other. Each regional team provides the others the daily support and check in necessary in work that is rewarding but can be isolating for the teachers. Teachers get together monthly in a location equidistant to all (currently Bangor) to talk over instruction, program and student related issues.

## **Professional Development Requirements**

Each year staff are encouraged to stay current in their respective fields while also seeking training in other areas pertaining to the work. Students come to us with significant issues. Together as a team, Passages staff are trained in *Adverse Childhood Experiences (ACES)* and its impact on learning and health. Understanding adversity and its implications on a student's educational attainment both positive and negative is also an areas of study, following Paul Tough's work. Substance abuse and mental health training are also a yearly requirement. Social services training to help connect students to additional supports is crucial to ensure educational success and better outcomes for parent and child. Because

teachers work out in the field, is it imperative that every opportunity is made to keep them connected and part of a strong supportive team. Passages staff meet monthly in Bangor (equidistant to most staff) for a full staff work day. Together staff tackle current issues, instructional needs and program improvements to meet the needs of students, and work to create a culture of support, life-long learning and collaboration. The work can be emotionally challenging. Students often face issues of inadequate food, housing and transportation; often they are parenting in isolation or with little support. Seeing the daily struggle to make ends meet gives staff a perspective on the demands and ongoing lack of resources these young parents face each day. Each teacher receives poverty training utilizing Donna Beegle's first hand approach. (See Poverty...Be The Difference, Donna Beegle, 2007.) In order to see the end result, Passage must build a culture of caring, life-long learning and persistence that starts with the Passages Director, Passages teachers and, ultimately, the students.

Passages has been funded by the Barbara Bush Foundation for Family Literacy for years and takes part in their annual training on family literacy strategies and supports. WA's Passages program is also a collaborator with the Maine Youth Transition Collaborative, (MYTC) working to ensure youth transitioning from the foster care system to adulthood have the resources and personal connections to be successful. Staff attend ongoing trainings on improving the outcomes for teen parents. In addition, Passages staff participated in the two Maine "Diploma Institutes", a training program developed by Clemson University's National Dropout Prevention Center/Network in collaboration with the Maine Department of Education.

In addition to the above professional development, all Passages teachers will be trained in state mandated policies and procedures, as are included with this application, and others that will be created as a part of a public charter school. As policies and procedures are completed, staff will identify specific training required of each staff person and a plan implemented to inform all staff of their responsibilities to meet the policies and procedures. This element will be contained in the Pre-Opening Plan and completed prior to the first day of school.

## **Core Components**

Passages core beliefs and curricular elements include:

- Student Centered Learning Culture
- Positive Youth Development
- Trusted Student / Teacher relationship
- Social Justice and Restorative Justice practices (1 to 1 and in small group settings)
- Understanding yourself in relation to your child(ren), others, your community and globally
- Targeted focus on understanding the role of parent
- Serving Maine's most vulnerable student population
- Project-based Instruction
- Real life learning, relevant to the student
- Social and Emotional Growth with emphasis on building character, advocacy and critical thinking skills for themselves and their children
- Their final "Passage", similar to a senior capstone project
- Learning is the constant, time is the variable (self-paced)
- Individualized Learning Plans
- 1 to 1 computer access
- Blended learning environments (individualized instruction in the home, small group workshops, teacher/student online access, experiential learning opportunities, and community-based projects)

- MLTI and Google apps for all students and staff
- Exceptional Teaching staff
- Multiple Pathways to learning for each student
- Extensive use of digital and media resources and specialized resources based on the student ILP

#### Citations:

Maine Department of Education Report, (January 2012). Education Evolving: Maine's Plan for Putting Learners First.

https://www.cdc.gov/violenceprevention/acestudy/ Adverse Childhood Experiences Study.

http://www.cdc.gov/teenpregnancy/prevent-teen-pregnancy/reduced-disparities-birth-rates.htm

http://www.cdc.gov/teenpregnancy/prevent-teen-pregnancy/social-determinants-disparities-teen-pregnancy.htm

http://www.cdc.gov/nchs/data/factsheets/factsheet teenage pregnancy.htm

https://www.maine-ytc.org/about-us/mission-of-mytc/ Maine Youth Transition Collaborative.

http://barbarabush.org Barbara Bush Foundation for Family Literacy.

http://www.cdc.gov/nchs/data/nvsr/nvsr64/nvsr64\_12.pdf National Vital Statistics Reports, Births: Final Data for 2014.

Smink, Jay, D.Ed., Reimer, Mary, Ph.D., <u>Rural School Dropout Issues: Implications for Dropout Prevention / Strategies and Programs</u>. National Dropout Prevention Center/Network

<u>Teen Childbearing, Education, and Economic Wellbeing.</u> The National Campaign to Prevent Teen and Unplanned Pregnancy, <u>www.TheNationalCampaign.org</u>, July, 2012.

<u>New Report Finds Sharp Decline in Well-Being of Maine Children Despite National Trends.</u> Maine Children Alliance, June 21, 2016 post. Reference to the 2016 KIDS COUNT Data Book released by Annie E. Casey Foundation.

<u>Teaching Adolescents To Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review.</u> The University of Chicago Consortium on Chicago School Research. Literature Review, June 2012.

Schmit, S., Matthews, H., & Golden, O., *Thriving Children, Successful Parents: A Two-Generation Approach to Policy*. CLASP: Policy Solutions That Work for Low-Income People. July 9, 2014.

Considering Two Generation Strategies in the States. Bassett, Meegan Dugan. The Working Poor Families Project, Policy Brief, Summer 2014.

<u>See Poverty...be the difference: discovering the missing pieces for helping people move out of poverty.</u> Beegle, Donna M., Dr., Communication Across Barriers, Inc., (2009). Forgotten Youth: Re-Engaging Students Through Dropout Recovery. Policy Brief. Rennie Center Education Research & Policy. November 2012.

How Students Succeed. Paul Tough, 2013.

Who Gets to Graduate?. Paul Tough, NY Times Magazine, May 15, 2014.

The Global Achievement Gap. Tony Wagner, 2010.

Most Likely To Succeed. Tony Wagner, 2015.

## PASSAGES CURRICULUM MODEL

Passages' Curriculum is specifically designed to meet the needs of teen parents. Becoming a young parent can be the pivotal motivating factor to pursuing a high school diploma. But the high school needs of a young parent are significantly different from that of a teenager not parenting. Parenting teens need and want practical skills in parenting, life skills in supporting their young family, work ready skills and recognition that they have much to offer society, their child(ren) and themselves. They need recognition for the many talents they have and can nurture instead of being marginalized by society because of an unexpected pregnancy. Becoming a young parent is the ultimate experiential learning opportunity. Graduates from Passages have often quoted how "relevant...necessary...life changing" being in Passages was for them and their families. To best serve them, Passages' curriculum provides a relevant, alternative education model to meet the needs of young parents and their children.

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## Passages learning track contains 24 credits to be earned in the three categories:

- Academics
- o Parenting
- Life Skills
- One credit is awarded for each completed Core Skill.
- Reading & Writing (English Language Arts), Mathematics, and Self-Care remain open and active during a student's entire enrollment.
- Pre/Post tests are conducted in Math and ELA to assess progress.
- Quarterly Student Directed Learning Plans (SDLP) are completed together by student and teacher.

## The Process - Student Directed Learning Plan

Each student sets goals at the beginning of each quarter, identifying specific goals under the headings: "for themselves", "their relationships" (as parents and with others), and "their schooling". At the end of the quarter, they assess, with their teacher, what goals they achieved, what needs more work or time and how they are progressing in their school work. The teacher writes up their assessment of what they observed during the quarter, what was accomplished, what got in the student's way and plans for the next quarter. They review together for consensus and understanding, sign and date. The student then creates their next quarter's SDLP. Passages has designed this tool to help student learn to set goals, plan, assess progress, reflect back on what worked, what didn't, what more do they need, what was out of their control and questions the process brought up for themselves. Too often we look at schooling as sit and receive content. The Passages model embraces a student's ownership in their learning, recognition of forces outside their control, homelessness, sick children, car breaking down, for example, as temporary setbacks. Their goals and dreams remain important. Keeping them forefront in their planning help them overcome obstacles and gain valuable life skills.

## Passages – Measurable Objectives

We evaluate students' mastery of set standards using progressive and narrative-based portfolios, reading and math pre/post testing, quarterly Student Directed Learning Plans, teacher quarterly evaluations, student/teacher weekly check-ins, final Passage project and final Core Skill reflection presentations. In addition to assessing whether students are meeting standards, our teachers also assess students' habits of work, habits of mind, and parenting skill development, which are crucial to their academic and life-long

learning objectives as parents and learners. If they consistently demonstrate effort, we believe students should receive additional time and support to master the standards.

Students complete the course work at their own pace and, on average, have graduated within one, two or more years based on: year of entry and transferring credits, own learning styles, job related responsibilities and time, number or lack of resources available, and more. Wayfinder Academy will comply with state testing requirements and administer to its students all mandatory state tests. Section A4 Assessment and Performance Measures more fully addresses this compliance.

## Academic Proficiency – aligns with the Maine Common Core State Standards

- Upon enrollment, student is given the Secondary CASAS test in Math and English Language Arts for base line data.
- Math proficiency is charted using Khan Academy, WA developed study guides and the Accuplacer Mapping – Khan Academy. Students progress once they demonstrate proficiency in the progressive math topics. A posttest using Secondary CASAS or ACCUPLACER dependent on the post-secondary educational goals of the student.
- English Language Arts (ELS) proficiency is charted with a variety of texts, online resources and WA developed resources tied to MCCS Standards. Students demonstrate reading, comprehension, and writing skill proficiency throughout all their Core Skill work.
- Completion of all Core Skills work quality and growth based on entry level abilities
- Completion of Passages Project work quality, baseline goals of project, how student adjusted plans to meet unanticipated obstacles, quality of final presentation

## Parenting Skill Development

Parenting skill development is measured through:

- o Teacher observations at weekly meetings
- Health and wellbeing of the student's child(ren)
- Communication and Symbolic Behavior Scales Developmental Profile (CSBSD) Infant Toddler Checklist
- Student's improved critical thinking and advocacy skills when communicating with child's
  doctor, social services agencies, childcare supports, other family members, and other resources
  involved in child's life.
- Completion of Parenting Core Skills

## Student Engagement Levels

Engagement is determined through a variety of tools including, but not limited to, attendance. The number one reason a young parent "fails" in a traditional public school is tied directly to "attendance". Consistent attendance can provide a significant indicator of engagement but NOT necessarily for a teen parent. Young parents, many of whom are not of legal driving age, must rely on the health and wellbeing of their child *and* get to school through the help of others. A task that may sound easy but, in reality, can be very difficult. Engagement is measured by:

- o Consistently meeting with teacher, and when necessary, proactively rescheduling meetings
- Consistent attendance at assigned workshops, and when necessary, proactively informing teacher when they cannot attend and/or scheduling a replacement workshop
- Student Directed Learning Plan's goal attainments, and when necessary, adjusting their plan to better meet their goals within the demands placed on their lives.
- Pre and Post Passages Student/Teacher Surveys
- o Consistent and continual online communication with their teacher and submission of course work
- Level and depth of trust and open communication developed over time between the student and teacher

## Cited Tools:

Secondary School CASAS Math and ELS tests ACCUPLACER Mapping – Khan Academy Passage Project 2016 Guidelines 24 Core Skills Curriculum & Objectives CSBSD Infant – Toddler Checklist Student Directed Learning Passages Student / Teacher Survey

## PASSAGES STUDENT DIRECTED LEARNING PLAN

Sept-Dec Jan-Mar Apr-Jur
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Term:

Date:

Student:

Teacher:

- I. Goals for me:
  - A. During this term I want to take steps to accomplish these things in my life:
  - B. These are my ideas for making these changes:
- II. Goals for my relationships:
  - A. Things I like about my relationship with:
    - My child(ren):
    - My teacher:
    - People in my family:
    - Other people in my life:
  - B. Things I'd like to change or improve about my relationship with:
    - My child(ren):
    - My teacher:
    - People in my family:
    - Other people in my life:

## III. Goals for school:

- A. I plan to complete these core skills this term:
- B. My plans for reading this term:
- C. My plans for community service, workshop attendance and/or Passage team participation this term are:
- D. My ideas for a Passage are:
- E. What things get in my way of doing my homework?
- F. My new ideas for staying on track in school are:

A.	# of Appointments scheduled:	# of Appointments kept:				
В.	Core Skills Currently Open:					
C.	Core Skills Completed this Term:					
	Total Number of core skills co	mpleted to date:				
D.	Group event participation this term/date:					
E.	Community service this term/hours/dates:					
F.	F. Teacher's Observations and comments:					
G.	Student's Observations and comments:					
Student Signature:		Teacher Signature:				
Date:		Date:				

IV.

Teacher's Assessment

## **Passages Curriculum Summary**

# Academic Core Skills

(1 Credit per Core Skill)

**COMPUTER PROFICIENCY:** Understand and be able to explain computer terms. Explain how social media can be both constructive and destructive. Operate a computer word processing program. Demonstrate a new computer program or teach someone else. Use the Internet for research. Demonstrate proper care and maintenance of the computer.

**CREATIVE ARTS:** Become aware through the process of creating something of the energy, time, pain and pleasure involved. Explore the talent, energy, and devotion of artists/craft persons.

**CRITICAL THINKING:** Define fact and opinion. Analyze some form of media (newspapers, TV, internet, radio, etc.) by distinguishing fact from opinion. Watch a documentary film, do research on its content and form your own opinion. Develop an awareness of propaganda. Analyze your beliefs on a specific issue. Evaluate your beliefs and how they may affect others.

**HEALTH AND NUTRITION:** Develop a health care plan for you and your children. Compare options for financing your plan. Distinguish between emergency and non-emergency situations and describe appropriate responses. Examine how food and exercise affect well-being. Evaluate the eating habits and physical exercise of you and your child.

\*MATH: Show competence of basic math skills (through algebra and percentages). Apply these skills to real life problems. Demonstrate the major functions of a calculator. Note: Math stays open until students shows competence in the identified math skills.

\*READING AND WRITING: Show improvement in reading comprehension. Demonstrate your ability to communicate clearly through writing. Explore how reading generates ideas and how writing frees imagination. Experience various genres of fiction and non-fiction. Note: R & W remains open throughout the students enrollment in Passages.

**SCIENTIFIC METHOD:** Observe, measure, record, analyze, and define a problem, theorize, make a hypothesis, collect data and form a conclusion. Explain the value or insight you get from closely observing a natural, social, cultural phenomenon.

**SOCIAL STUDIES / U.S. CITIZENSHIP:** Demonstrate your knowledge of the structure of our federal and state governments. Identify your representation on local, state, and federal levels and ways to contact them. Define the rights and responsibilities of citizens. Participate in at least one civic event. Select an historic event or era to study and put it in historic context by placing it on a timeline of your own creation. Examine a piece of history that has meaning for you.

# Parenting Core Skills (1 Credit per Core Skill)

**EARLY CHILDHOOD DEVELOPMENT:** Explain the developmental stages of childhood. Demonstrate ways to help children grow based on realistic expectations. Describe how your child is unique and special.

**FIRST AID:** Demonstrate first aid skills. Provide a list of necessary items to have available in your home for first aid use.

**HOME SAFETY AND ORGANIZATION:** Evaluate the safety of your home. Make plans for emergency situations including a fire exit plan. Devise a strategy for cleaning and organizing. Research common poisonous plants and household substances.

**INFANT CARE:** Identify your infant's needs and explain how you attend to them. Research methods and the effects of bonding with an infant.

**PARENTING:** Analyze the similarities and differences between your own and other people's parenting. Choose a parenting skill you'd like to develop; set goals and implement strategies to reach it. Compare and contrast the roles of fathering and mothering in a child's development. Identify any custody issues in your household and explore ways to deal with them.

**PREGNANCY:** Demonstrate knowledge of the terms/stages of pregnancy. Evaluate birth options and develop a birth plan. Examine the role of diet and exercise on pregnancy, recognizing your own behaviors. Demonstrate knowledge of physical and emotional changes in postpartum.

#### Life Skills

(1 Credit per Core Skill)

**BUDGETING:** Increase your knowledge of why and how to budget. Research new budgeting techniques. Apply at least one new technique to your current budgeting process.

COMMUNITY RESOURCES AND SUPPORT: Research what resources, support groups and volunteer opportunities are available in your community to you and your children, including, but not limited to; personal, medical, educational, employment, legal, housing and social services. Demonstrate how to access them. Create a list of useful emergency and non-emergency services and phone numbers. Broaden and strengthen your community involvement and relationship by attending one community event or support group.

**CONFLICT RESOLUTION:** Demonstrate an understanding of various types of conflict resolution, including negotiation, mediation, and arbitration. Practice negotiation skills, use time-outs appropriately and constructively, and demonstrate strategies for dealing with sibling rivalry or other conflicts.

**JOB HUNTING:** Explore your interests, skills, and values as they relate to a career. Compare different kinds of jobs. Research at least one particular job. Understand paycheck computations. Practice jobhunting skills (role play a phone inquiry, interview, resume writing).

**SELF CARE:** a. What are my emotional, spiritual, physical, social, and intellectual needs? b. What can I do to meet those needs? c. How can I communicate my needs to others in a healthy way? d. What is a reasonable self-care plan that I could follow throughout my time in the Passages Program? e. After keeping a journal for at least one month, what do you notice?

**SEXUALITY:** Research the sexual changes, physical and emotional, that take place in women and men throughout their lives. Explore your own personal communication skills about your sexual needs, with a focus on what has worked, what has not, why and your current method. Understand methods of birth control and ways to prevent sexually transmitted diseases. Describe the methods of birth control you have used, the pros and cons of each and what works best for you and your lifestyle. Think about ways that you will talk to your children at different times in their development to help them understand healthy sexuality.

**SHOPPING:** Analyze your shopping and money spending patterns. Comparison shop using a variety of resources including unit pricing. Identify those psychological needs which shopping may fulfill and how it affects your lifestyle. Identify the pros and cons of credit cards and how to establish credit.

**TRANSPORTATION:** List resources available and devise a plan for emergency or daily transportation. Pass your driver's permit test. Demonstrate how to read a map. Plan a vacation to a place you've never been, including all costs.

**UNDERSTANDING ABUSE:** Explain and list the types of abuse. List what community programs deal with these types of abuse. Choose two to explore in depth. Describe ways to address abuse in your life and to teach your children about abuse. Research a topic of abuse.

**ELECTIVE:** Of your own choice.

## The PASSAGE (project)

Upon completion of the 24 Core Skills and Transcripts students begin formal planning for The Passage-the final project of their academic experience. It is a chance for a student to "run with the ball", own their idea and turn it into a learning experience that carries special meaning for them. The objective is to address or confront a very real or personal, or significant fear, challenge, need, interest or passion in their life. They will be thoroughly in charge of all aspects of the design, implementation and follow-through of the project. They become the teacher; the teacher becomes the support. The intent is for them to realize their potential.

To help take an idea and turn it into a plausible, successful project students select a Passage Team. The Passage Team will consist of a current Passages student, a Passages graduate, their one-to-one teacher, a second Passages staff member, a person who is an advocate/support system for them and an expert or consultant in the area of their Passage. In each of these roles, the most important aspect is that the team members allow themselves to be curious, to ask questions, to offer constructive feedback, opinions, reactions, concerns, thoughts, ideas, practical tips and support. A more in-depth guideline is included, providing a detailed description of the process, expectations, and common questions they may have about the Passage.

## The Process for Completing Core Skills

## 1. Planning

What are your current knowledge, experience and understanding of the topic? Talk this over with your teacher. Identify areas you need to learn more about the topic, and/or areas to increase your understanding, experience and skills. What do you know, want to know or need to know? Past coursework is considered along with life experience when planning your individualized educational plan.

## 2. Challenge and Opportunity

Each Core Skill has questions listed. As you explore these questions, think about what you already know and/or have experience with. Combine that with new research you do on the Core Skill. Take the opportunity to face a fear, take a risk, develop a skill, explore a passion or do a creative project. Challenge yourself to try new things and look deeply into each question. The Core Skill Guides are just guides and in no way represent the full study or work expected.

#### 3. Resources

There are suggested websites at the bottom of each core skill. Further research on the web, in the library, and by interviewing experts in the field you are studying are an expected part of your study. You are also always free to borrow and return books from the Passages library.

## 4. Transcript

Talk with your teacher about whether you have mastered the Core Skill objectives. If so, your final task is to complete a reflective piece. Create an essay, or a PowerPoint/Keynote presentation, video, or other creative project to explain what you learned about the Core Skill. What ideas or questions came to you when studying it? Include references to books, articles, websites you found helpful, and/or people you interviewed. This is reviewed and approved by your teacher to complete the Core Skill and receive credit. Each Core Skill is 1 (one) credit.

\*The Core Skills with asterisks (\*) remain open throughout your time in Passages.

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Date Opened:	Date Closed:	

- i. Why do people budget their money?
- ii. What percentage of your income do you spend on housing? Food? Cellphone? Cable? Other necessities (diapers, formula, etc.)? Entertainment? Clothing? Cigarettes? Create a pie chart that shows how you spend your income.
- iii. What are some different methods of budgeting? Go to a local bank and find out what the advantages are to having different kinds of checking and savings accounts.
- iv. What are your financial goals? What steps can you take to meet them?

## Suggested Websites:

http://www.gcflearnfree.org/moneybasics all about money

http://www.famemaine.com/files/Pages/NextGen/maine\_resident\_benefits/ Overview.aspx save for your child's college education and other information

http://womenworkandcommunity.org/?page\_id=101 Family Development Accounts

http://www.nerdwallet.com/ great source for financial questions and answers

www.consumercredit.com/financial-education great information on credit fraud, credit and debt, how much will my loan really cost, and financial calculators

http://www.tv411.org/ Rent-to-Own, Credit Card Interest and simple financial concepts.

## **Community Resources & Support**

Date Opened:	Date Closed:
-	

- i. What are some useful resources, support groups and/or volunteer opportunities available in your community for you and your children? Areas of interest could be personal, medical, educational, employment, legal, housing and/or social services?
- ii. What do they offer? How do you contact them? When are they open?
- iii. How can you become more involved in your community? How can you help yourself or others by connecting to a community organization?
- iv. What was your experience like volunteering for the organization of your choice? What was it like attending support group or community event?

## Suggested Websites:

http://211maine.org/ go on "Click here to search the 211 directory." Type in the kind of service you want and your zip code. links to many websites

http://www.publiclibraries.com/maine.htm links to all public library websites

http://www.extension.umaine.edu/counties.htm links to county cooperative extension services (includes parenting programs)

VolunteerMaine.org links to numerous statewide volunteer opportunities

http://womenworkandcommunity.org/ career & small business training

http://gsfb.org/ Good Shepherd Food Banks

www.state.me.us/dhs/wic/ - all about WIC

www.maine.gov/dhs/bfi/Services.htm - links to ASPIRE, Food Stamps, TANF, Maine care, & General Assistance

www.mainehousing.org/ - Maine State Housing website, information on all aspects of housing assistance www.ptla.org Pine Tree Legal Assistance

Computer	Proficiency

Date Opened: Date Closed:	
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- i. Use a computer program(s) in a creative way to demonstrate your knowledge of a core skill. Research a new computer program and learn how to use it.
- ii. How can social networking be used to create positive change in the world? How is it destructive? Give examples. How have you used social networking?
- iii. What are your ideas for using the Internet?
- iv. How can you introduce your child to the computer? What games or sites are worthwhile and safe?

## **Suggested Websites:**

http://www.gcflearnfree.org/computers, free tutorials on Microsoft and Open Office programs and social media, etc.

http://www.freemaclessons.com/videos.shtml free mac lessons

www.apple.com/iwork/tutorials/iWorks 09 tutorial

www.apple.com/findouthow/iwork/iwork08.html iWork08 tutorial

Computer network safety:

www.netsmartz.org

#### **Conflict Resolution**

Date Opened: Date Closed:
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- i. What is communication? What is active listening? What is conflict? What is conflict resolution?
- ii. When do you use negotiation, Mediation, Arbitration and why?
- iii. What are the steps to a negotiation? What makes it different than an argument? How can you step-back and be heard and/or be an active listener?
- iv. What happens when you actually practice negotiation with someone to resolve a conflict? What were your issues? What were his/hers? How did you come to an agreement? If you could not come to an agreement, what got in the way?
- v. If there are custody issues in your household, how can you deal with them effectively?

## Suggested Websites:

http://www.drnadig.com/default.html A clinical marriage and family therapist's site. Focuses on solving problems within committed relationships

http://www.crnhq.org/pages.php?pID=10 Conflict Resolution Network, focuses efforts on businesses but carries over to relationships. 12 skills defined for resolving conflicts peacefully

http://www.learningpeace.com/pages/LP\_04.htm steps to resolving conflicts

http://www.ncpc.org/topics/conflict-resolution Anger management skills and resource for other conflict resolution topics. Also see the section on bullying and cyber bullying.

Create	Something	
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- i. Create something in a media or using a technique you never tried before. How does it feel to spend energy and time creating something? What are the frustrations? What did you learn about yourself?
- ii. Interview at least one working artist or craftsmen and find out how and why they learned their art or craft. What drew them to follow their creative path? What frustrations do they have? What joys do they find in their work? Ask them anything else you're curious about.

## Suggested Websites:

http://www.mainecraftsguild.com/member-artists/ - links to the websites of some of the best craftspeople in Maine, search by region and med

http://www.musictheory.net/ - almost everything you need to know to read or write music

http://www.pbs.org/arts/ - lots of inspiration here

http://maineppa.com - links to Maine photographers' websites

http://www.googleartproject.com/ - explore art museums around the world online

http://www.noorimages.com/home/ - documentary photography Book to open up your creative spirit:

#### Books:

The Artist's Way by Julia Cameron Spilling Open by Sabrina Ward Harrison Post Secret by Frank Warren

## **Critical Thinking**

Date Opened:	Date	Closed:

- i. How does fact differ from opinion? How do writers, politicians, and advertisers mix fact and opinion in their work? Pick out a particular speech, advertisement or editorial to demonstrate.
- ii. What is propaganda? What are some different techniques that are used? Use some elements of propaganda to create an advertisement for a fictional product.
- iii. Watch a documentary film. Research the topic it covers to find differing points of view. After watching the film and reading about the topic, what are your own thoughts on the subject? What was convincing to you about the film? Did it change the way you think about the issue? What did you learn that you did not already know?
- iv. What is some issue you feel strongly about? Write a convincing essay defending your point of view. How do you think your point of view may affect others?

## Suggested Websites:

http://www.propagandacritic.com - analysis of propaganda techniques relevant to the web.

http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html - a good tutorial with exercises on telling good and bad websites apart

#### Newspapers and magazines online:

http://learning.blogs.nytimes.com/ - for high school students created by the New York Times

http://magazine-directory.com - huge magazine directory, with ability to read articles

http://topdocumentaryfilms.com Streaming site for free documentaries (legitimate)

For state/local news: http://www.bangordailynews.com/ or http://www.pressherald.com or http://www.sunjournal.com http://news.mpbn.net

#### **Early Childhood Development**

- i. What are the different emotional, social, physical, and intellectual developmental stages of childhood?
- ii. How can you help your child(ren) develop during each stage based on what is normal to expect during that stage?
- vi. Create an age appropriate toy or book for your child.
- vii. How is your child unique and special? What does he/she do that makes you smile? What kind of person do you see emerging? What are you looking forward to doing with him/her?

#### **Suggested Websites:**

http://www.extension.org/parenting - lots of downloadable articles about parenting and child development

https://brightfutures.aap.org/ - developmental milestones at a glance. See pages 54, 55 & 56

http://www.babycenter.com/ - lots of articles on stages, discipline, toilet training, chat rooms and expert advice

http://www.babysignlanguage.com/ - baby sign language

https://www.naeyc.org/toys - ideas for good toys for young children by age & stage

 $http://www.mekids.org/socialemotional devo.php-excellent\ list\ of\ resources\ on\ social\ and\ emotional\ development\ of\ young\ children$ 

# **Employability**

Date Opened:	Date Closed:
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- i. What is the difference between a career and a job? What makes a good employee?
- ii. What are your interests, skills and values? What is your disposition? Ask someone you value what kind of person you are. When reviewing the above what naturally comes to you as a potential job/career?
- iii. Research 2 career/work paths that interest you the most. What kind of training is necessary? What kind of salary is possible? What would you do with your time? Interview someone who actually does the kind of job you're curious about.
- iv. What can you do without a formal education? Work the details of these options.
- v. If you held a job and/or worked, what were the duties you had to perform? What was good about the job? What did you like? What could have made it better?
- vi. Find 3 jobs you could currently apply for. Write a proper cover letter and resume and attach to an email. Have your teacher interview you as if you're interviewing for that job.

#### Suggested Websites:

http://www.bls.gov/k12/index.htm - descriptions of all kinds of jobs www.mainecareercenter.com/ - Maine's primary resource for finding work

http://mainecareercenter.com/job-seekers/Job%20Hunting.pdf - booklet about job- hunting in Maine (how to write a resume, cover letter, discover your career path, etc.)

http://www.engineeryourlife.org/ - a guide to careers in engineering for girls

http://www.aie.org/find-a-job/write-your-resume/index.cfmhttp://www.aie.org/find-a-job/write-your-resume/index.cfm, resume writing simplified.

## First Aid

Date Opened:	Date Closed:

- i. Take the First Aid and Infant/Child CPR classes and summarize what you learn.
- ii. What is the difference between an emergency and a non-emergency situation?
- iii. Make a list of first aid items and what you use them for. Work with your teacher to add to or create your home first aid kit.

## **Suggested Websites:**

http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex - a first aid guide

http://kidshealth.org/parent/ Click on "First Aid & Safety"

http://www.themakeyourownzone.com - Easy DIY homemade, ice packs

#### Health & Nutrition

Date Opened:	Date Closed:

- i. Keep a food and exercise journal for as many days as you can. Note when your energy goes up or down. Try changing some new habits and note the effects on your energy and mood.
- ii. Collect some recipes you love or would like to try for you and your family. Try one out with your teacher. What is nutritious, or not, about that recipe?
- iii. Define what a fat, carbohydrate, and protein is and why we need them in our diets. Give a food example of each.
- iv. What are some other basic needs our body has. Examples: vitamin D, water, fiber, iron.
- v. What are your child's current nutritional needs and how will that change as they grow? What are some ideas you have for making sure your child gets the healthy snacks and meals he/she needs.

## **Suggested Websites:**

http://www.choosemyplate.gov/ Click on a food group to see lists of foods in that category

http://www.umass.edu/nibble/director.html interactive nutrition site

http://www.goaskalice.columbia.edu/Cat3.html answers all kinds of health questions

http://www.hsph.harvard.edu - nutritional Information

www.umext.maine.edu/ - UME Cooperative Extension - recipes and nutrition information

http://www.mayoclinic.com/health/childrens-health/MY00383 - articles about children's health

http://www.epicurious.com - zillions of recipes

http://www.supercook.com a recipe search engine that lets you search by ingredients you have at home

http://www.eatingwell.com/healthy\_cooking\_good site for inexpensive, healthy recipes

www.chopchopmag.org - fun, inexpensive recipes and basic cooking tips

http://www.helpguide.org/articles/healthy-eating/nutrition-for-children-and- teens.htm - nutrition for children & teens

## Home Safety & Organization

Date Opened:	Date Closed:
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- i. What made you feel safe and secure in your home when you were a child? What made you feel unsafe? How can you use that knowledge to provide a secure environment for your own child?
- ii. What do you need to do in your home to make sure your child can play safely without constant supervision? What household products and plants do you keep in your home that may be poisonous? What symptoms do they cause?
- iii. What would be a good fire exit plan for your home?
- iv. How can you organize your time better and recruit the other members of your household to keep your home and personal items clean and organized? Put your new plan in place (if you haven't already) and note how it works out.

## Suggested Websites:

http://www.usfa.fema.gov/safety/escape/ - fact sheets about fire safety

http://organizedhome.com - great resource for organizing your home

www.blankees.com/house/plants/poisonous.htm - click on the name of a poisonous houseplant to get specific information and a photo of the plant

http://cpsc.gov/ - US Consumer Product Safety Commission's website. Info about product recalls. You can download many booklets on home safety issues.

http://www.hud.gov - tips on creating a safe home environment for children

## **Infant Care**

Date Opened:	Date Closed:
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- i. Utilizing the infant care log what have you learned about your infant's needs and how you respond to them? Watch the "Still Faced Experiment." Write a short response of what it brought up for you or how it made you feel.
- ii. How can parents bond with their babies? What ways do you use to keep your bond strong? What are the effects of bonding with an infant on the infant? How has bonding with your infant changed you?

## Suggested Websites:

 $http://www.lalecheleague.org/FAQ/FAQSubject.html? m=0,0,3-frequently\ asked\ questions\ about\ breastfeeding$ 

http://kidshealth.org/parent/pregnancy\_newborn/communicating/bonding.html - bonding with your baby

 $http://health.howstuffworks.com/understanding-how-children-mature-\ ga 2.html- an\ article\ about\ infant\ bonding$ 

#### \*Mathematics\*

- i. Demonstrate a basic understanding of math and be able to apply your skills to real life situations, such as:
  - 1. How can you figure out the interest you will have to pay on an item you buy on time?
  - 2. How can you figure out the amount you will pay on a discounted item?
  - 3. Draw out a room to scale and figure out how many square feet of tiles you would need to cover the floor.
  - 4. If you were to fence an area, how much fencing would you need?
  - 5. Create a graph that shows how something changes over time.
  - 6. Figure out how much you spend on diapers on average each week.
- ii. Pass a math test that covers basic math skills.
- iii. For college bound students take the Accuplacer test at your closest location for Arithmetic and Elementary Algebra with the goal to pass the remedial placement and move right into college level math courses.

## Suggested Websites:

http://www.khanacademy.org/ easy to understand video instruction On every aspect of math

www.ixl.com interactive math site from elementary through high school math

www.tv411.org videos about math used in the world, as well as interactive practice

## **Parenting**

Date Opened:	Date Closed:	
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- i. What have you learned from parents you have observed? What do you want to do differently?
- ii. What have you learned from your child?
- iii. Pick a parenting skill that you would like to learn about. After researching it, what new things did you learn? What strategies did you try? Did they work as you expected?
- iv. As a parent, how can you deal with sibling rivalry or other conflicts your child may have with others?

#### Suggested Websites:

http://www.k-state.edu/wwparent/wondhome.htm - The WonderWise Parent site has all kinds of free online courses on parenting.

http://zerotothree.org/ztt\_parents.html - numerous excellent articles "Parenting A-Z"

http://www.handinhandparenting.org/

www.parenting.org

http://www.aap.org/healthtopics/stages.cfm#inf - parenting tips on health

www.parents.com - articles from Parents Magazine about the topic.

http://www.umext.maine.edu/parentcenter/parents/default.htm -

http://www.baby-sign-language-academy.com/index.html - baby sign language

http://www.mainefamilies.org/index.html - statewide resource for first time parents

http://www.mghclaycenter.org/ - Resource on developing resilience to promote young healthy minds. Clear to the point research tool for students.

http://momentousinstitute.org/blog - great parenting tips on social & emotional development

#### **Pregnancy**

- i. What are the different trimesters of pregnancy? How does the fetus develop during each trimester? What changes happen to the mom generally? What happened to you?
- ii. What are your birth options and what is your plan? When you gave birth, did your plan happen the way you expected?
- iii. What is the role of diet and exercise on pregnancy? What was easy to do when you were pregnant? What was hard?
- iv. What are the possible physical and emotional changes in postpartum? What was your experience?

## **Suggested Websites:**

http://www.umext.maine.edu/parentcenter/parents/default.htm

http://www.childbirth.org/ links to everything on pregnancy & childbirth

http://www.ourbodiesourselves.org/book/chapter.asp?id=21 - Many articles about pregnancy and birth and links to other resources.

www.babycenter.com - articles, chat rooms, expert advice, weekly updates

www.verybestbaby.com - articles, expert advice, personal mothers' stories, interactive pregnancy timeline with ultrasound pictures of fetal development - everything on pregnancy, birth, and adjusting to parenting

http://www.ourbodiesourselves.org/book/chapter.asp?id=21 - articles about pregnancy from *Our Bodies Ourselves* 

#### \*Reading & Writing\*

- Keep a reading log throughout your time in the program. This log should also include all you read to your child(ren). Update often. As you read also keep an ongoing list of new, intriguing, or challenging vocabulary words.
- ii. Read material from different mediums and genres. Respond to your reading often by answering some of the following questions: How did you connect (or not) to the book? What was exciting (or not) about the book? What did it help you to understand? What made you laugh or cry? What character did you relate to? Would you recommend the book to others? Why or why not?
- iii. What are strategies can you use to help you gather, understand, remember, and use the information from your reading. Try out some new ways to improve your reading and comprehension. What helps? \
- iv. Throughout your time in Passages, use many different modalities to complete the transcripts. This should include but not be limited to presenting, writing, recording, debating, performing, and illustrating your final work.
- v. Research the impact of reading out loud and talking/singing to your child from pregnancy on. How will you help your child(ren) become readers and storytellers?
- vi. How can writing be a tool to clearly communicate your thoughts, ideas, and stories?

#### Suggested Websites:

http://owl.english.purdue.edu/handouts/grammar/ - everything about grammar and punctuation with exercises

http://bartleby.com/141/ - Strunk & White's Elements of Style

www.learner.org/exhibits/literature/ - "What Makes a Good Short Story?" explores "A Jury of her Peers" in depth.

www.pbs.org/arts/ - click on "Drama & Theater" or "Literature"

www.poets.org/poets/searchresult.cfm - click on any poet and you'll find a bio with poems to click on and read in their entirety.

http://www.readinggroupguides.com/findaguide/index.asp

http://www.pbs.org/wnet/foolingwithwords/index.html - selected poets & poetry

http://www.chrisvanallsburg.com/flash.html - very cool website of the book illustrator Chris van Allsburg

http://www.tv411.org/ - Simple videos and lessons on writing various essays, vocabulary development

#### Scientific Method

Date Opened:	Date Closed:	
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- i. What do you wonder about? What would you like to try to do or test? (It can be related to genetics, kitchen chemistry, the nature of plants, the weather, household products, your child etc.) What do you expect the outcome to be? What really happens? What did you learn? Observe, measure, record, analyze, and define a problem, theorize, make a hypothesis, collect data and form a conclusion.
- ii. How would you define "science"? List and define at least three branches of science. Pick a topic to explore within one of those branches that you want to know more about. After doing the research, what surprised you? Explain what you learned.

#### Suggested Websites:

http://www.khanacademy.org/ - videos explaining many topics in science

http://www.neok12.com/ - educational videos, quizzes & games

www.pbs.org/science/

https://www.23andme.com/gen101/ - an animation about genetics

http://science.howstuffworks.com/cellular-microscopic-biology/cell.htm - a great website for finding out about almost anything you wonder about.

http://www.loc.gov/rr/scitech/mysteries/archive.html#biology - many interesting questions and answers related to science.

http://www.tv411.org/ - Simple science experiments & concepts presented in short videos and exercises with teacher notes.

http://www.sciencefriday.com/

#### \*Self-care\*

Date Opened:	Date Closed:

- i. What are your emotional, spiritual, physical, social, and intellectual needs? What can you do to meet those needs?
- ii. How can I communicate my needs to others in a healthy way?
- iii. What is fear? What are you afraid of? How do your fears hold you back?
- iv. What can you do to overcome those fears? iv. After keeping a journal for at least one month, what do you notice?

## **Suggested Websites:**

www.teenshealth.org

http://www.goaskalice.columbia.edu/Cat4.html - questions concerning emotional health

http://www.hrsa.gov/womenshealth/ - has downloadable booklets about women's emotional and physical health

www.menshealthnetwork.org/omh\_talkpoints.html - a call to offer a site solely focused on men's health issues

#### Sexuality

Date Opened:	Date Closed:	
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- i. What changes happen to a woman physically and emotionally that affect her sexuality during puberty, pregnancy, and menopause? How does a man change throughout his life?
- ii. Think about your sexual needs. How can you communicate those needs to your partner? What makes it difficult or easy? Do you feel comfortable responding to your partner's sexual needs?
- iii. How can you prevent HIV/AIDS, other sexually transmitted infections, and unwanted pregnancies? What methods of birth control have you tried? What works best for you?
- iv. When it comes to sexuality, what can you expect your children to do, be aware of, or wonder about at different times in their development? How can you help them understand what they need or want to understand about sexuality at those times?

#### Suggested Websites:

http://www.maineteenhealth.org/ - resource for general teen health issues including sexuality

http://sexetc.org - Awesome website curated by teens for teens.

https://bedsider.org/ -no nonsense information about birth control

www.mainefamilyplanning.org - information about sexual development in children, contraception, sexually transmitted diseases, etc.

http://www.plannedparenthood.org/teens - similar to above link

http://www.ourbodiesourselves.org/book/default.asp - the online version of Our Bodies Our Selves

https://www.youtube.com/watch?v=qFWQsZGwXyo - Book review and talk with Robie Harris about her series of children's books about sexuality and pregnancy (find one in your library)

http://www.scarleteen.com/ - Real answers to hard to ask questions

## **Shopping**

Date Opened:	Date Closed:
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- i. Is there a pattern to your shopping habits? Are you buying things out of need or desire or both? What do you need? What do you want? Using budgeting techniques, how can you get both your needs and your wants met?
- ii. How can you use unit pricing to comparison shop? Find examples while shopping and show how products compare in price.
- iii. What are the pros and cons of credit cards? What are the pros and cons of acquiring goods from places like "Colortyme" or "Rent-A-Center"?
- iv. How can you establish credit?

## Suggested Websites:

http://www.umass.edu/nibble/infofile/unitpric.html - about unit pricing

https://wetheeconomy.com/films/that-film-about-money/ - Part 1 of two short films about the banking system and what money really is

https://wetheeconomy.com/films/that-second-film-about-money/ - Part 2 of two short films about the banking system and credit

http://bizkids.com/themes/credit-debt - simple and solid short films about what credit really is and how it can be a curse or a blessing

#### **Transportation**

- i. In case of emergency, what are your options for transportation?
- ii. Pass the permit test.
- iii. How do you locate places on a paper map? How do you figure out approximate mileage between places?
- iv. What's the difference between finding your way on land and on the ocean? How is latitude and longitude used these days to locate places on land and sea?
- v. If you could go anywhere on a vacation, where would you go? Plan your dream vacation figure out all the costs: transportation, food, shelter, entertainment, etc.
- vi. Research buying a car: What would a new car cost per month? A used car? What would insurance cost for each depending on your age and gender?

#### Suggested Websites:

http://midcoastridefinder.com/ - list of different kinds of transportation in the midcoast area

http://www.concordcoachlines.com/index.php/schedules-fares - Concord Trailways website

www.maine.gov/portal/howdoi/motor\_vehicles.html - Obtaining a license in Maine

www.mapquest.com - Pick a starting point and a destination and this website does the rest

http://maps.google.com - alternative to mapquest

http://education.nationalgeographic.com/education/mapping/ - outline maps of continents and countries to download

www.coastaltrans.org - Coastal Trans website

http://itouchmap.com/latlong.html - find the latitude and longitude of any point

http://www.maine.gov/sos/bmv/forms/MVE%20-%2064.pdf - drivers permit application.

#### **Understanding Abuse**

Date Opened:	Date Closed:
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- i. What kinds of abuse are there? How would you describe them?
- ii. What community programs deal with different types of abuse? Explore at least two in depth. What services do they offer? What is the cost? How can they be contacted?
- iii. How can you prevent or deal with abuse in your life and in the life of your child?
- iv. Research a topic of abuse that you have the most interest in or questions about.

#### Suggested Websites:

http://www.ourbodiesourselves.org/book/chapter.asp?id=8 - about violence against women

http://www.acf.hhs.gov/acf\_services.html - about child abuse and neglect

www.focusas.org/issues/teen-substance-abuse - about substance abuse

www.goaskalice.columbia.edu - a website focused on teen concerns

http://teens.drugabuse.gov/ - all about drug abuse

http://www.mcedv.org/ - The Maine Coalition to End Domestic Violence website

http://www.maine.gov/dhhs/ocfs/programs.shtml#Abuse - everything you need to know about child protection in Maine

https://www.drugabuse.gov/publications/drugfacts/treatment-approaches-drug-addiction - general information on drug abuse and treatment options

https://www.ncadd.org/about-addiction/alcohol - resource on alcohol addiction and fetal alcohol syndrome

## History / U.S. Citizenship

Date Opened: Date Closed:
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- i. How are the federal, state, and local governments set up? Why were they set up that way?
- ii. Who are the elected and appointed officials and what are their roles? Contact one about an issue you feel strongly about.
- iii. What are the rights and responsibilities of citizens? How do you register to vote in your town or city? How, when and why do you pay your taxes?
- iv. What is the history of voting and civil rights in this country?
- v. What events happen in your town? Attend an event at the library or visit your town office. What was it like? What did you do? What did you learn?
- vi. What part of history or historical figure are you most interested in? After doing research, create a project to get others interested in it, too. Are there people in your own life who were affected by that era or person? How so? Include them in your project.
- vii. What is important enough to put on a timeline that relates to the historical era or the person you studied?

#### Suggested Websites:

www.whitehouse.gov - Official website of the Obama administration - current information about how government works, and historical information about the Whitehouse and the Presidents.

http://bensguide.gpo.gov - how US government works

http://www.civiced.org/wtpcompanion/hs/ We the People - about the Constitution

http://www.usm.edu/crdp/ the Civil Rights Documentation Project; interviews with all sorts of people involved with civil rights.

http://millercenter.org/scripps/archive/speeches presidential speech archive

www.pbs.org/history

www.dosomething.org challenges for students to make a difference

http://www.maine.gov/portal/index.html - our state government's website, where to find info about legislators, etc.

http://www.americanswhotellthetruth.org/ artist Robert Shetterly's inspiring website of portraits and biographies of great Americans

www.myhero.com short biographies of heroes from all walks of life;

www.familysearch.org - genealogical search engine

http://www.digitalhistory.uh.edu/ many original first person stories about regular folks living in different times, original documents such as newspaper articles and court cases, social history, and videos.

http://www.nwhp.org links to Women's History websites

http://www.neok12.com/videos, games & quizzes about history

http://www.irs.gov/app/understandingTaxes/index.jsp how to understand our tax system

https://wetheeconomy.com/films/your-tax-dollars-at-work/?autoplay=no Great short film on what taxes actually pay for and do for one's community

## **Final Passage Project**

Date Opened:	Date Closed:

The Passage is your final project. It is your chance to "run with the ball," take your own idea and turn it into a learning experience that carries special meaning for you.

The objective of the Passage is for you to address or confront a very real, or personal, or significant fear, challenge, need, interest or passion in your life.

At this stage in your education, you will take charge of all aspects of the design, implementation and follow-through of this project. You become the teacher; your teacher becomes the support.

- We hope that in doing this project you realize your potential.
- We hope that it will act as a transition for you as you enter into life as a high school graduate.
- We hope that it helps you realize that learning happens throughout your life and that you know how to seek out any and all knowledge, information, experiences, and opinions that you want.

### Wayfinder Academy' Expectations

- o To push yourself to reach a little further than you think you can.
- o To utilize your resources—reach into the community around you for help.
- To create a Passage team that will help support you and help push you to make this the most meaningful (and probably the hardest) project you have ever done.
- o To be successful and know what success looks and feels like to you.

Some questions to ask yourself as you think about Passage ideas:

- What is a "real" challenge for you?
- o What is a secret dream of yours?
- What is something that you are really afraid of doing, facing, or dealing with?

Bear in mind that it is our role as educators to *support* you in this project, not determine it. We will always stand behind your ideas. AND, we will always question them with things like:

- Why is this "real" for you?
- What do you hope to gain for yourself by completing this project?
- How will you know you have accomplished it?
- What would success look like to you in doing this project?
- What would defeat look like to you in doing this project?

#### Common Questions

#### Can I fail?

You set your own standards for failure and success for the Passage Project and have to live up to your own expectations. Usually, we are our own harshest critics. Wayfinder Academy and your committee will base their decision on the expectations you chose for completing the Passage project. If anything, it will be you and your team making that decision.

#### What if I can't come up with any ideas?

It's not possible. It may take some time if you aren't used to letting yourself dream or you have been too busy to look deeply at things that might have had an impact on your life. Your teacher is a perfect person to talk to about the Passage. Let yourself be creative, let yourself bounce ideas around; you may be surprised at what you discover.

# What if I'm shy, nervous or don't do well with other people and can't come up with enough people for my Passage Team?

Chances are that your teacher will have some ideas as to how to get through the shyness about asking people to be on your team. It may be comforting to know that most Passages students are very eager to be on teams to prepare for their own Passage and all the graduates we suggest have told us they are more than willing to serve on teams as a way to stay connected to the program.

## What if my Passage depends on another person like my boyfriend, child, family?

This is a time to let this project focus on you. Many times those around us are the most important aspects of our lives. It is natural to want to make your Passage include someone, something, or an important event. But try to make the focus something that relies only on your direct participation.

#### What if I can't get my Passage done in time for the Graduation ceremony?

Passages students may graduate and receive a diploma as soon as they complete their diploma requirements. However, if you want to be a part of the Passages graduation celebration and have your diploma presented to you at that time, then you MUST have all requirements for graduation completed at least 2 weeks ahead of the graduation day (that includes any revisions you need to make to your Passage). If you aren't finished with your Passage by then, you will be able to receive your diploma as soon as you finish, but will have to wait to participate in the next scheduled graduation ceremony.

Sometimes life circumstances and/or your learning style requires you to take more time. If that is so, remember, that is exactly why Passages is designed the way it is! Take the time necessary for you to achieve what you set out to do. Together with your teacher create a "punch list" of things you need to accomplish before graduating and a timeline for getting them done. This may help you pace yourself for the best results.

# What if my Passage idea is about something in my life, which will continue? How will I know when I am "done"?

It is important to discuss with you team what "done" means to you. They will help you create a project which has a beginning, middle and end.

# You say that I am in charge of doing this whole project and that my teacher will be a support. Does that mean that he/she will not help me at all?

Your teacher will be there as always to help make this project successful for you. However, this is the time to count on yourself for finding the resources to get it done. It may be that you need to ask your teacher for help, if you need it. Passages teachers will let a student really work at their own pace. In other words, if you don't meet your own deadlines, it could take you a year to finish your project. If you don't find a way to make this project happen, it won't.

# What if my Passage doesn't come out as I expect, hope, or anticipate it should?

Passage projects often don't come out as you planned. Sometimes that is the most valuable learning. It is important to have a clear goal for this Passage when you begin it, and just as important to reflect on what happened as you did it to learn as much as you can from the experience.

## Why is it SO HARD to get everyone set up a meeting with everyone?

It IS hard!! Everyone is busy... so plan ahead. Call AND text EVERYONE at least 2 weeks ahead to confirm a time. Remind everyone, 3 days prior to a meeting. STICK TO YOUR PLAN. Work with the expert's schedule first to respect their donated time. If you must reschedule contact EVERYONE! Nothing is more frustrating to your team than to arrive for a meeting that has been cancelled. Ask everyone to bring calendars to schedule your meetings together.

#### What if I need specific materials to do the project well?

Passages has a small amount of money (up to \$50) available for Passage Projects. Please see your teacher if there are specific resources, materials (i.e., books, telephone calling cards, supplies) that you need to purchase.

#### Passage Structure

#### PASSAGE TEAM

You will create Passage Team consisting of up to 6 other people. You may still be figuring out who will be on your team at the Interest meeting. That is okay. But to complete your Passage, you MUST make every effort to have your WHOLE team at the 2<sup>nd</sup> and 3<sup>rd</sup> meetings. You may invite others to attend, as well, but you <u>must</u> include:

#### 1. a current Passages student

The role of a current Passages student is: to absorb the Passage process before beginning her/his own, to help the student on the Passage to refine ideas, and to clarify why this project meets the student's expectations. By participating on a Passages Project committee a current student can earn community service credit.

#### 2. a Passages graduate

The graduate's role is: to help the student develop a feasible Passage, to provide insights learned from the graduate's experience (which might be helpful to the student), and to challenge the student to push her/himself as far as she/he is able.

## 3. your teacher

The role of the teacher is to support the student. The teacher will utilize her/his own observations and insights of the student's experience in Passages to help challenge the student to create a personally meaningful project. Your teacher will not carry you through. She/He will allow you to experience what you experience. We believe that virtually everything is a learning experience — even disappointment, even failure.

#### 4. a second Passages staff member

The second Passages staff is there to take notes and provide observations and feedback. She/he will type up these notes and give them to you after each meeting. She/he will ask questions as an objective party — someone who knows the philosophy of Wayfinder Academy but is not as intimately connected with the student as the one-to-one teacher/counselor.

#### 5. a person who is an advocate/support system for you

Select a person you know well and with whom you are comfortable, a person whose opinion and ideas you respect, a person who knows where your strengths are. That person's job is to remind you of your strengths and to challenge you to work through your weaknesses (i.e., if you are being lazy, procrastinating, or choosing an easy topic just to get it done — your support person will tell you so).

## 6. an expert or consultant in the area of your Passage

The "expert" will share his/her experience, expertise and knowledge on the subject of the Passage in order to help the student create the most meaningful project possible. They also may connect the student to available resources or other experts.

NOTE: The most important aspect of the team members' participation is to be curious, to ask questions, to offer constructive feedback, opinions, reactions, concerns, thoughts, ideas, practical tips and support. The team is there to help the student take an idea and turn it into a plausible, successful project.

### THE STAGES OF THE PASSAGE

#### Developing an idea:

Begin working on your Passage informally with your teacher or a few team members as you come up with ideas. Once you have completed all your core skills you may then begin formally. If you have one or two core skills left and see a need to complete them while working on your Passage, get approval from your teacher and the Director. The following core skills must be done: Social Studies/U.S. Citizenship, Transportation, Critical Thinking, Scientific Method, Health & Nutrition, Employability.

# I. Interest Meeting

**GOAL:** To bring to life a Passage idea(s) and to leave the meeting with a stronger sense of the exact nature of the project and who will be on your team.

- Have as many members of your team you selected attend this first meeting. If you're not certain
  who should be your expert, often at the interest meeting you will get ideas. This first meeting is
  for brainstorming. Bring with you only the ideas that you think are "potential Passage topics".
  Your team will help you develop it into a structured Passage project. Often, it is at this meeting
  where you will gather helpful ideas and resources.
- Make sure all your contact information is shared and up-to-date.

## Be prepared to answer questions ... some of which might be:

- 1. What is your status as far as finishing your core skills? What is your plan for finishing them if you haven't, as yet.
- 2. How does this idea meet your expectations and understanding of a Passage?
- 3. How did you come up with it?
- 4. What do you think are some of the risks involved with following this idea?
- 5. Who else do you need for your team? Why?

# II. Proposal Meeting

GOAL: To present to your WHOLE team a formal written proposal which:

- Clearly outlines what your Passage is;
- Why you want to do it;
- How you plan to do it;
- What resources, people, and materials you will need;
- When you will complete it; and
- What your final presentation will look like.

## Be prepared to answer questions... some of which might be:

- 1. What is your timeline?
- 2. How will you know you succeeded? How will you know you failed?
- 3. Will you be taking any emotional risks? What do you think they are and why are they important for you to take?
- 4. How will you know when your Passage is complete?
- 5. How will you present the outcome?
- 6. How would you like us to help you specifically?
- 7. How will you record the process of this project?

## III. Final Presentation

**GOAL:** To present your completed Passage Project to your WHOLE team. Create a Keynote presentation, paper, recording, poster, video and/or book. You choose. This is your time to teach us about what you did, how it was to do it, and what you learned about this topic and yourself in the process.

## Be prepared to answer questions... some of which might be:

- 1. As you reflect back on the project, what ended up being the risk or risks you took?
- 2. What was your process?
- 3. Did you open up this topic for yourself and leave with more questions, or have you gotten all that you wanted from it and feel like it's now a closed topic for you?
- 4. Now that you have explored or confronted this topic, do you feel that there Is there anything different for you or about you?
- 5. Have you learned anything from the project you can apply to your life?

Throughout the Final Presentation meeting, you will have a dialogue with all members of your team. Upon completion, the team will discuss your work and reflect on your presentation with these questions in mind.

- 1. How well did you stick to your original proposal?
- 2. What obstacles did you face and overcome doing this project?
- 3. Did you meet your requirements and own personal expectations for success?

**Optional meetings:** You may request as many additional meetings as you need to feel successful with the project you are undertaking.

## Passage "Stall"

We noticed as students enter into this phase of the Passages Program, they sometimes lose steam. We call this the Passage "stall." It can be for any number of reasons — all of which are normal, natural and okay.

One of these reasons may be that there is often a great deal of emotion brewing inside a student as he/she nears the completion of The Passages Program. You are on the verge of successfully completing high school; you will take on a new role in society and/or be in a new phase of life; you are changing the relationship you have with your teacher...

Sometimes these changes are totally exciting, sometimes intimidating, sometimes sad. Sometimes, success can feel overwhelming. The Passage project IS hard.

There are no real words of wisdom to give about these feelings, just that they are all okay. Should you start feeling uninterested, uninspired or stalled in your Passage project, perhaps it might help to break down the feeling into smaller parts to determine if there are any other things going on which might be contributing to your loss of motivation. It may be helpful to schedule a special meeting with your team or teacher to get help in working through your dilemma, or simply speak with your advocate about the situation. Your team members may be able to help you identify what is standing in your way of completing your project. Remember, every member of your team is there to support you through the process.

Note: Your teacher and/or expert may request a "check-in" meeting if needed.

#### **Details**

• FINALLY...you did it! All your Core Skills are done! Hurrah! **One last thing...**Write a reflection for the graduation newsletter. It can be about being in Passages, about your Passages Project or something important you learned while being in Passages.

Remember that we are fully behind you and want this project to be a success and all YOURS. We will help, support and encourage — but the motivation, determination, and ability to get it done must come from YOU.

Good Luck!

## Passages - Sample Early Learning Literacy Lesson Plan

#### Meeow and the Little Chairs

\*adapted from https://www.raisingreaders.org/resources/book-activity-kits/

#### Objective:

To encourage parents to read with their child everyday.

To encourage parents to interact with their child while reading to them.

To show parents how to help their child develop language skills and a love for reading.

To show parents how to model comprehension strategies to their child.

## Ages: 18-24 months

#### Materials:

Meeow and the Little Chairs, by Sebastien Braun Rectangular shaped crackers Pretzel sticks Cheerios Peanut butter or cream cheese Raisins

## Lesson Plan: (to be modeled by teacher)

1. While reading the story *Meeow and the Little Chairs* to the child, stop on each page and ask questions such as:

"Can you find the yellow bag that Meeow is holding?"

"What do you think the name of the cow is?"

2. Once finished with the story talk to your toddler about the connections you made to the story which will help them to understand the text and remember what you read.

#### Example:

"This story reminds me of when I was growing up. I lived right around the corner from the train tracks and every night when I went to bed, I would listen for the whistle of a train passing by."

"I love the different colored chairs that we saw in the story. My favorite one was the yellow chair, what was yours?"

#### **Literacy Activity Extension:**

Create a train with rectangular shaped crackers: Spread peanut butter or cream cheese on a few crackers. Connect them with the pretzel sticks. Add cheerios for wheels. Decorate with raisins.

\*Raising Readers is a statewide program created by Maine's Libra Foundation and supported by the Barbara Bush Foundation. Each time a family visits their doctor while their child is between the ages of 0-5, they receive a free book. Studies have found that children whose parents read to them just twenty minutes a day are more likely to find reading enjoyable, enter school with important early literacy skills, and become skillful readers themselves.

This lesson has been adapted so that teachers can model for parents how to interact with their child while reading to them. By doing this, parents help their children to develop oral language skills as well as reading and comprehension skills.

## Passages - Math Guidelines and Sample Lesson Plan

Students are given a baseline math assessment when they begin the program to review individual needs. Individual Lessons are developed and taught as the teacher monitors the student's progress towards proficiency. The student with the teacher outlines their post-graduation plans. Whether a student's goals are college, technical training, or parenting, Passages focuses on real world applications and entering college level math without taking remedial courses.

Math is continuously modified and worked on during class time with their teacher. Other Core Skills require knowledge of math and teachers make lessons that are cross-curricular.

## Other Core Skills requiring math:

- o Budgeting students create charts for comparison of how they spend money
- Health and Nutrition students measure ingredients, calculate percentages and use ratio and proportions to compare ingredients in recipes and caloric intake
- Scientific Method students solve problems, through experimentation, calculating material needs, track experiment results using measuring, calculating whole numbers, decimals and fractions.
- Shopping students' comparison shop using appropriate math skills, examining spending habits, assessing needs, wants and goals

#### Math Assessments:

- o CASAS Secondary Math Assessment Pre and Post (when nearing graduation)
- Completed homework/classwork assignments based on the student's needs and the 8 Common Core Math Practices:
  - 1. Make sense of problems and persevere in solving them.
  - 2. Reason abstractly and quantitatively.
  - 3. Construct viable arguments and critique the reasoning of others.
  - 4. Model with mathematics.
  - 5. Use appropriate tools strategically.
  - 6. Attend to precision.
  - 7. Look for and make use of structure. (Deductive Reasoning)
  - 8. Look for and express regularity in repeated reasoning. (Inductive Reasoning)
- Teacher observation of skill: Based on assessments, teachers progress with each lesson or adjusts instructional materials so student can progress through a skill in which she was not competent.

Students wishing to enroll in a post-secondary program will take the Accuplacer exam while working with his teacher. Based on results, math curriculum is adjusted to focus on additional study needs of the student.

## Passage Math Sample Lesson Plan:

**NOTE:** As the students and teachers live and meet out in the community, use of the internet and free reliable information is key to most lessons.

Unit: Linear Expressions and equations

**Lesson:** Writing linear expressions and equations from real world problems (Use online resources, review and print as necessary before class time)

#### **Common Core Standards:**

- o Create equations that describe numbers or relationships
- o Understand solving equations as a process of reasoning and explain the reasoning

Outcomes: Students will be able to read word problems and turn the information into a linear expression which can be used to solved for any variable (x).

**Overview:** During this lesson the teacher and student will use various resources (see list below) to achieve desired outcomes (above).

#### Introduction:

o Why are variables used?

Answer: http://mathforum.org/library/drmath/view/64869.html

o What does linear mean?

Answer: <a href="http://www.dictionary.com/browse/linear">http://www.dictionary.com/browse/linear</a>

#### Web Resources:

- o <a href="https://www.khanacademy.org/math/in-sixth-grade-math/algebra-in/using-expressions-practically/v/writing-basic-expressions-from-word-problems-examples">https://www.khanacademy.org/math/in-sixth-grade-math/algebra-in/using-expressions-practically/v/writing-basic-expressions-from-word-problems-examples</a>
- o http://www.mathgoodies.com/lessons/vol7/expressions.html
- o <a href="http://haaslei.weebly.com/uploads/3/2/6/6/3266655/writing\_linear\_expressions\_cc\_ny7m\_ri\_se\_1">http://haaslei.weebly.com/uploads/3/2/6/6/3266655/writing\_linear\_expressions\_cc\_ny7m\_ri\_se\_1</a> 15.pdf

#### Materials:

Paper

laptop

Pencil

sample problems for practice

weekly assignment

#### Weekly work:

- o <u>http://www.math-salamanders.com/image-files/algebra-printable-worksheets-word-problems-</u> 1.gif
- o <a href="http://www.math-sheets.com/algebra/algwordprobs-1.htm">http://www.math-sheets.com/algebra/algwordprobs-1.htm</a>
- o <a href="http://www.mathplane.com/gate-2algebra/word-problems">http://www.mathplane.com/gate-2algebra/word-problems</a>

#### Assessment:

Students successfully write a word problem from their own life experiences and create and use a linear expression to solve the problem.

# Passages - \*Reading and Writing Guidelines and Sample Lesson Plan

Show improvement in reading comprehension. Demonstrate your ability to communicate clearly through writing. Explore how reading generates ideas and how writing frees imagination. Experience various genres of fiction and non-fiction. Note: R & W remains open throughout the student's enrollment in Passages.

- Upon enrollment, student is given the Secondary CASAS test in English Language Arts for base line data. Students are again assessed prior to program completion, to chart progress.
- Curriculum aligns with the Maine Learning Results/CCSS ELA strands of Reading, Writing, Speaking and Listening, and Language. English Language Arts (ELA) proficiency is charted with a variety of texts (literature and informational), online resources, and WA developed resources. Students demonstrate reading comprehension, writing, and language skill proficiency throughout all their Core Skill work. Their speaking and listening skills are demonstrated and strengthened in all Core Skills areas especially in the Passage Project where students plan and facilitate at least three meetings during their independent study. Students are assessed by their teacher on a continual basis, with both formative and summative measures.

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# Passages ELA Sample Lesson Plan (10/11 grade level)

Focus: Using literature and informational texts that connect to contemporary societal subjects; developing informed options about contemporary subjects.

# Maine State Learning Results/ Common Core State Standards:

- CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Objective:** Students will be able to analyze the role of technology in modern life through comparing and contrasting themes of the novel *Feed* with at least two *Newsela* articles and at least one informative video from *Crash Course*.

**Essential Guiding Questions:** What is the role of technology in modern human society? Is there a clear boundary line between technology and human life? Should there be? How do I see technology impacting my present life? And in the life of my child, ten years from now?

Time Frame: 2 class meetings and 2 weeks of independent work

**Introduction:** This lesson comes in the middle of students reading the science fiction novel *Feed*. (Entire novel will take 6-9 weeks to complete.) This two-week lesson allows students to connect their analysis of the novel with contemporary themes. As a way to integrate informational texts to most Core Skills, teacher regularly uses high-interest current event articles from newsela.com, an educational website that

allows teachers to differentiate articles based on students' reading levels. Educational videos from the YouTube channel *Crash Course* gives students a quick dip into philosophical topics that also connect with themes from the novel and info texts. Looking ahead to the end of the novel, students will connect to the Critical Thinking Core Skill by crafting a persuasive essay discussing the role of technology in their lives, using research from the assigned texts and other sources.

Materials: Feed, M.T. Anderson, Candlewick Press, 2002; compare/contrast graphic organizer, opinion sorter graphic organizer, current event worksheet; journal; pen(cil)

#### **Internet Resources:**

Articles- "Augmented reality gets a leg up on virtual reality thanks to 'Pokemon Go" <a href="https://newsela.com/articles/pokemon-augmented-reality/id/19658/">https://newsela.com/articles/pokemon-augmented-reality/id/19658/</a>; "Racing thoughts: Competitors' brains push drones to finish line" <a href="https://newsela.com/articles/braincontrolled-drone/id/17011/">https://newsela.com/articles/braincontrolled-drone/id/17011/</a>; "Dolly the Sheep's scientists paved the way for stem cell research today" <a href="https://newsela.com/articles/dolly-sheep-cloning-years-later/id/19112/">https://newsela.com/articles/dolly-sheep-cloning-years-later/id/19112/</a>

Videos- "Artificial Intelligence & Personhood: Crash Course Philosophy #23"

<a href="https://www.youtube.com/watch?v=39EdqUbj92U">https://www.youtube.com/watch?v=39EdqUbj92U</a>; "The Dawn of Video Games: Crash Course Games #3"

https://www.youtube.com/watch?v=IGLdlkZozpI&list=PL8dPuuaLjXtPTrc\_yg73RghJEOdobAplG&ind ex=3; "Personal Identity: Crash Course Philosophy #19"

https://www.youtube.com/watch?v=trqDnLNRuSc&list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR&index=19

Assessments: graphic organizers; "Do Now" timed journal prompt; verbal reading comprehension questions; completed current event worksheet; video response journal

## Co-curricular and Extracurricular Programs

Passages' model provides individualized and some small group opportunities for additional activities outside the normal school work structure. These activities arise out of personal interests of the student, as well as, teacher suggestions to expose the student to new and different opportunities. All activities take into account the needs of the student, their children and the available time they have from work and parenting to attend. There is a fine balance in offering enriching opportunities or burdening students with additional requirements. The teacher and program works hard to provide a balance that supports and inspires students. Past activities have included: apple picking, hiking, concerts, art galleries, creative outlets such as: pottery, woodworking, and drawing, parent/child swims, children museums, poetry & book reading, visiting senior centers, music time with baby, and more.

Activities outlined above are also conducted together with other students and their children offering social outlets along with learning. Group trips to the Portland Children's Museum, Maine Wildlife Zoo, apple picking and making apple pies, community service activities, parent/child music together programs. The rides to and from these activities provide informal social opportunities. We also plan holiday parties at all the hubs, luncheons, cooking gatherings, and story hour trips to the library. All the WA school-wide events are also open to our students and when possible we provide transportation to these events. (See Calendar).

For the past three years Passages has been a part of the Carnegie Hall Lullaby Project<sup>4</sup> through a

<sup>&</sup>lt;sup>4</sup> Carnegie Hall Lullaby Project. <a href="https://soundcloud.com/carnegiehalllullaby/sets/bay-chamber-2015-2016-lullaby-project">https://soundcloud.com/carnegiehalllullaby/sets/bay-chamber-2015-2016-lullaby-project</a>.

collaboration with Bay Chamber Concerts and Music School. Camden-based Passages students are paired with professional musicians to create and professionally record their very own lullaby for their child. Each parent receives a CD with all the songs created that year and a song book. The works connects students through the process of music creation and are posted on the Passages Facebook<sup>5</sup> and on Carnegie Hall Lullaby's SoundCloud account (see footnote below). Carnegie Hall Lullaby project is studying the impacts of this work on the brain development of infants and the parent/child bond.<sup>6</sup> For three years straight a Passages student's lullaby has been performed at Carnegie Hall. All songs are uploaded on the Carnegie Hall SoundCloud account.

# **Connecting Students Across the Miles**

To help build a network of support for students from across the state, Passages publishes the *Passages Press (included in the optional attachments)*, a seasonal newsletter expressly committed to presenting what is on the students' minds and hearts. Articles range from thoughts on particular Core Skill, an opinion piece on current events, creative expressions of songs, poems or stories. In addition, we host a Passages Facebook page devoted to relevant articles and events Passages students are experiencing as parents, partners and life-long learners.

## Dual-Enrollment/College & Career Ready

Last year, with Thomas College, WA successfully piloted a dual-enrollment college level class in Public Speaking and College Level Math to WA students. Passages college-bound students are able to take a college level online course as their first step to become college ready. 85% of Passages students would be considered first-generation college ready. Having opportunities for a soft entry to college level coursework helps to remove perceived and real barriers to post-secondary study. Wayfinder Academy will continue to provide access to and encourage dual-enrollment courses for students by collaborating with a variety of technical schools, colleges and universities or through virtual methods.

<sup>&</sup>lt;sup>5</sup> Passaages Facebook Page can be found at the following link: <a href="https://www.facebook.com/groups/134610993404508/">https://www.facebook.com/groups/134610993404508/</a>

<sup>&</sup>lt;sup>6</sup> Why Making Music Matters: Singing, Playing, Moving and Sharing in the Early Years. Dennie Wolf, WolfBrown in partnership with Carnegie Hall's Weill Music Institute, 2016.

#### RESIDENTIAL PROGRAM TRACK

## Learning Approach and Core Skills Content Area

Students enrolled in WA's Residential Program Track must earn all 24 credits of their state approved diploma in nine months. In order to earn credit in each class, they must achieve proficiency in each stated standard. Specific standards for each course are outlined below. WA believes these standards represent crucial academic goals and objectives necessary for all high school graduates, and are based on Maine's Common Core of Learning visionary document. A student who does not demonstrate proficiency in meeting these set standards after necessary supports and accommodations have been implemented will be unable to graduate from the residential program track.

Individual learning plans are developed in collaboration with students to address individual goals and identify necessary supports. Students are aware of where they are meeting standards, when they are approaching the mark, and when they are not making necessary progress toward proficiency. Weekly review, during which teacher and student meet to complete a rubric evaluation, allows identification of trends, concerns, and areas of progress in conversation with students and to focus on areas of non-mastery from a problem-solving perspective. Through individualized educational practices, positive youth development approaches, learning anywhere at any time, and because our program structure creates a small-school model, students receive the support they need in mastering important academic goals to prepare them for post-graduation success.

#### Population Served

WA's Residential Program serves students at risk of high school non-completion. This includes youth living in poverty, those with insecure housing, those who have faced adverse childhood experiences, those who have been placed in state custody of care, and those who have struggled in traditional school settings due to learning differences, bullying and other factors that commonly lead to dropout. In 2016, 53% of the residential graduating class had experienced homelessness and 100% were eligible for free and reduced lunch. Additionally, 38% were racial or ethnic minorities and 15% were refugees. 62% of our graduating class was from Lewiston.

#### **Barriers for this Population**

Extensive research cites the many reasons students drop out of school, including a 2013 study by Doll, Eslami, and Walters (2013) that identifies three types of factors why students drop out, to include; "push", "pull" or "falling out" factors. A student "pushed" out relates to factors within the school environment that lead to their dropping out: missed too many days, cannot keep up with coursework, could not get along with others, did not feel safe are a sample of such reasons. A student "pulled" out relate to factors outside the school that pull them out; teen pregnancy, having to support the family, could not work at the same time, frequent moves, etc. A student who "falls" out relates to both insufficient personal and education support factors such as: did not like school, did not feel they belonged, changed schools and did not like the new school.

WA's Residential Program track addresses these issues by providing safe and secure housing and a supportive learning environment based on Restorative School Practices. Restorative Practices are a cornerstone of Wayfinder Schools' educational philosophy. The schools observe weekly circles, which allow students to practice non-violent communication and problem solving skills, and to work toward building trusting, respectful relationships with their peers and the entire school community. In this system, all voices are heard, as the group works toward mutually agreed upon solutions to problems, building a culture of mutual care and respect. The skills students learn during weekly resolution circles,

such as how to respectfully resolve conflicts and listen to honor the feelings of others, while accepting responsibility for their own actions, continue to serve them well in their post-graduation lives, as they will have new skills to handle the inevitable challenges they will face in adulthood.

# How Residential Meets the Need - Residential Program Track

In fact, WA's approach matches all eight markers of a successful dropout prevention program, as identified by the National Dropout Prevention Network (NPDN) (2015, Clemson University), and include:

- 1. A maximum teacher/student ratio of 1:10
- 2. A small student base not exceeding 250 students
- 3. A clearly stated mission and discipline code
- 4. A caring faculty with continual staff development
- 5. A school staff having high expectations for student achievement
- 6. A learning program specific to the student's development and learning style
- 7. A flexible school schedule with community involvement and support
- 8. A total commitment to have each student be a success

Further, our Residential track alone meets 12 of the 15 effective dropout prevention strategies as identified by the NDPN (all 15 strategies are met by WA's two tracks: Passages and Residential).

# 3. 2. 1. 3. 3. 3. 3. 3. 3. 5.15 Effective Strategies for Dropout Prevention

#### **School and Community Perspective**

<u>Systemic Renewal:</u> A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners

<u>School-Community Collaboration</u>: When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.

<u>Safe Learning Environments</u>: A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.

## **Early Interventions**

<u>Family Engagement</u>: Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

<u>Early Childhood Education:</u> Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.

<u>Early Literacy Development</u>: Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.

### **Basic Core Strategies**

Mentoring/Tutoring: Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

<u>Service-Learning</u>: Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

<u>Alternative Schooling</u>: Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.

Afterschool/Out-of-School Opportunities: Many schools provide afterschool and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

## Making the Most of Instruction

<u>Professional Development:</u> Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.

Active Learning: Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

<u>Educational Technology</u>: Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

<u>Individualized Instruction:</u> Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

<u>Career and Technology Education (CTE):</u> A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.

### Residential School Day Structure

#### **How it Works**

Daily schedules are intentionally designed to be highly structured, substantive, and vigorous. Keeping students engaged with purposeful activities and meaningful learning opportunities is essential not only for meeting graduation requirements in an accelerated fashion but also as part of WA's harm reduction plan. Residential track students have different schedules depending on the day of the week. Below is an example of a weekday and weekend schedule. Thursday schedules include time for weekly Restorative Circles, and Friday schedules include time for weekly evaluation meetings. Each weekend includes at least one Experiential Learning Expedition (hiking, camping, rock climbing, museums and galleries, college campus tours, trips to Portland and Boston, snow shoeing, swimming, winter camping, etc.) Additionally, three extended expeditions take place throughout the year, the first to Acadia National Park, the second to New York City, and the third to Cobscook Bay State Park.

# Sample Residential Weekly Schedule

Monday=Wednesday Schedule	Acrivities
7:00-8:30 am	Wake-up/Work out/Breakfast/Morning Chores
8:30-9:00 am	Students Shuttled to Career Exploration Sites
9:00 am-12:00 pm	Career Explorations
12:00-12:30 pm	Students picked up from Career Exploration Sites
12:30-1:30 pm	Lunch & Relax
1:30-4:30 pm	Afternoon Classes
4:30-6:00 pm	Open time/Dinner Prep
6:00-6:30 pm	Dinner
6:30-7:30 pm	Evening Chores
7:30-9:00 pm	Homework
9:00-10:00 pm	Relax
10:00-11:00 pm	Curfew & Quiet Time
11:00 pm	Sleep

2 Electrical ay Scheduler 12 18 18 18 18 18 18 18 18 18 18 18 18 18	Activities
7:00-8:30 am	Wake-up/Work out/Breakfast/Morning Chores
8:30-9:00 am	Students Shuttled to Career Exploration Sites
9:00 am-12:00 pm	Career Explorations
12:00-12:30 pm	Students picked up from Career Exploration Sites
12:30-2:30 pm	All Crew Lunch
2:30-4:30 pm	Circle
4:30-6:00 pm	Open time/Dinner Prep
6:00-6:30 pm	Dinner
6:30-7:30 pm	Evening Chores
7:30-9:00 pm	Homework
9:00-10:00 pm	Relax
10:00-11:00 pm	Curfew & Quiet Time
11:00 pm	Sleep

Edday Schedulea Call	<u>Activites</u>
7:00-8:00 am	Wake-up/Work out/Breakfast/Morning Chores
8:00 am-12:00 pm	Academic Classes/Counseling Services/Weekly
	Evaluation Meetings
12:00-1:00 pm	Lunch & Relax
1:30-4:30 pm	Independent Learning Time with
	tutors/Counseling Services/Weekly Evaluation
	Meetings
1:00-4:30 pm	Open Time
5:30-11:30 pm	Friday Night ELE
11:30 pm-12:00 am	Quiet Time
12:00 am	Sleep

Saturday Schedules	Activities
7:00-8:00 am	Wake-up/Breakfast/Morning Chores
8:00 am-10:00 pm	Saturday ELE
10:00 am-12:00 pm	Quiet Time
12:00 am	Sleep

Activities Activities Activities						
8:00 am-1:30 pm	Undetermined Wake-up Time/Morning					
	Chores/Laundry/Sunday Brunch/Visits From					
	Loved Ones					
1:30-4:30 pm	Academic Experience					
4:30-6:00 pm	Open time/Dinner Prep					
6:00-6:30 pm	Dinner					
6:30-7:30 pm	Evening Chores					
7:30-9:00 pm	Homework					
9:00-10:00 pm	Relax					
10:00-11:00 pm	Curfew & Quiet Time					
11:00 pm	Sleep					

### Approach to Learning

WA's approach is learner-centered, strengths-based and designed to meet students where they are in their learning. Teachers help students develop confidence in their own abilities and define their own goals. It starts with individualized instruction, support services as needed, helping students thrive in a communal learning setting, helping to inspire discussion, share ideas, develop stamina and rigor, and daily homework follow-through for students who have not normally had that level of expectation placed on them. Teachers have the ability to teach across disciplines and integrate the curriculum so that, for instance, statistics studied in math might relate to social justice curriculum about racial bias, and to a documentary film class on Hurricane Katrina. A study of global water rights combines math, research, writing and even art-through poster design. American Sign Language class merges with both culinary arts and digital media arts to result in sign language cooking shows. All aspects of the residential curriculum are integrated and reinforced in this way.

## **Professional Development Requirements**

Students enrolled in WA's residential track live and work closely with all staff. Student's educational program occurs inside and outside the traditional classroom setting. Therefore, emphasis is on hiring staff

who can demonstrate in their actions and words, restorative justice, strengths-based and relational skills in their daily interactions with students. They will eat, learn, cook, exercise, clean up and participate in numerous activities inside and outside the school throughout the intensive nine-month full academic program. Because of the nature of the work, Residential seeks teachers and staff who love working with adolescents, are engaged and active learners themselves, who are team players, foster trust, respect and humility in their work and their relationships with the students. Staff must: have a love for *all* people, respect for differences, and work well in a team oriented program; be curious and open; and, be able to create an environment of respect, accountability and safety for all students and staff. They will provide meaningful and empowering opportunities for teenagers to change perceptions and shift paradigms with regard to helping others to realize what is possible in life. Residential staff is an extraordinary, incredibly courageous, talented and dedicated team. By the time a student graduates from Residential, staff and students alike have forged a strong bond that often remains well into the students' adult lives.

Staff work together and support one another as a team to:

- Earnestly embrace restorative practices and creatively implement strength-based strategies
- · Honor the talents, abilities, goals, and dreams of students and staff
- Envision and implement the most progressive, relevant, and engaging curriculum possible
- Welcome self-reflection and program review into every day practice
- Inspire students
- Help students to attain new knowledge, skills, and experience
- Remain sustainable and adaptive in the face of ever-challenging social, political, and economic times
- Model a culture of honesty, compassion, effort, and respect
- Honor the transformative potential that inevitably occurs when people from diverse backgrounds come together with a common cause
- Create a safe learning environment that encourages risk-taking and empowers individuals to ask questions, make mistakes, and practice without fear
- Fulfill WA's mission

Staff must work with the intent that students, too, will foster and develop similar skills, involvement and respect for the team, each other and themselves.

Staff training includes: restorative justice and social justice practices, mental health, trauma and abuse, emergency action plans and responsibilities, self-harm, substance abuse and crisis management and deescalation strategies, teenage brain development, cultural competency, poverty and white privilege, relational skills and more. The caliber of the staff ensures that over the course of nine-months students who successfully complete the program learn to become more other-centered, team-oriented, empathetic, respectful, compassionate, accountable, responsible, self-motivated, self-aware, and confident and have a feeling of belonging; all of which is possible because of the dedication, expertise and involvement of the staff and program.

# Residential Staff - Important Required Reading

The following links are important required reading for staff to understand in order to be grounded and ready for working in this residential setting:

http://www.npr.org/sections/ed/2016/03/12/467976865/how-adults-can-encourage-kids-to-be-original-thinkers

https://bangordailynews.com/2016/03/07/the-point/if-you-want-youth-to-stop-acting-out-understand-them-first-then-help-them-do-what-they-love/?ref=topStories2

http://psychpedia.blogspot.com/2015/11/the-science-of-happiness-why.html

http://www.nytimes.com/2016/02/28/opinion/sunday/the-wrong-way-to-teach-math.html? r=0

http://norasamaran.com/2016/02/11/the-opposite-of-rape-culture-is-nurturance-culture-2/

http://occupywallstreet.net/story/explaining-white-privilege-broke-white-person

http://www.truth-out.org/news/item/34203-restorative-justice-gives-our-children-dignity-in-us-schools

https://bangordailynews.com/2016/03/07/the-point/if-you-want-vouth-to-stop-acting-out-understand-them-first-then-help-them-do-what-they-love/?ref=topStories2

a se Francing Gopie	Training Provider	Required annitally?
- De-escalating emotionally charged situations	Health Affiliates Maine	Yes
- Poverty 101	Tree Street Youth Center & Community Organizers in the Lewiston and Portland areas	Yes
- Strengths-based youth instruction, restorative justice and resolution circles	Portland Center for Restorative Justice in collaboration with WA Board member Fred Van Liew and WA trained staff	Yes
- Substance Abuse	Health Affiliates Maine	Yes
- Mental Health	Health Affiliates Maine	Yes
- First Aid and CPR	Local Gray/NG Fire Department	Yes
- Cultural Competence	Tree Street Youth Center & Community Organizers in the Lewiston and Portland areas	Yes
- Employment Law and Harassment Training	ILAP & Gregg Frame	Yes
- Risk Management	TBD	Yes
- Emergency Planning	TBD	Yes
- MLTI Training	Apple, Inc. / Pineland	Yes
- Employee Manual	Internal / Wayfinder Administrative Team (HR)	Yes
- Employee Benefits	Internal / Wayfinder Administrative Team (HR)	Yes
- Time sheet Review	Internal / Wayfinder Administrative Team (HR)	Yes
Vehicle Safety Training	TBD	Yes
Fire Safety	TBD	Yes
Med Log/Administering Med	Nurse Consultant	Yes
Additional Program Specific Trainings	TBD	Yes

## **Core Components**

Residential Program core beliefs and curricular elements include:

- Student Centered Learning Culture
- Positive Youth Development
- Trusted Student / Teacher relationship
- Social Justice and Restorative Justice practices (1 to 1 and in small group settings)
- Understanding yourself in relation to your child(ren), others, your community and globally
- Targeted focus on understanding the role of parent
- Serving Maine's most vulnerable student population
- Project-based Instruction
- Real life learning, relevant to the student
- Social and Emotional Growth with emphasis on building character, advocacy and critical thinking skills for themselves and their children
- Their final "Passage", similar to a senior capstone project
- Learning is the constant, time is the variable (self-paced)
- Individualized Learning Plans
- 1 to 1 computer access
- Blended learning environments (individualized instruction in the home, small group workshops, teacher/student online access, experiential learning opportunities, and community-based projects)
- MLTI and Google apps for all students and staff
- Exceptional Teaching staff
- Multiple Pathways to learning for each student
- Extensive use of digital and media resources and specialized resources based on the student ILP

#### RESIDENTIAL CURRICULUM MODEL

Residential Program Track curriculum is designed to provide each student the credits needed to obtain a high school diploma in a concentrated nine-month residential 7-day/week model. Our Residential students are 16-20 years old. Students apply to this program for a variety of reasons. Some students have fallen behind on credits due to a disruptive home life, trauma, homelessness, or abuse. Others have been bullied or marginalized and are searching for a safe and respectful place to learn and be successful. Some simply are interested in a more alternative setting. All of our students attend our Residential Program voluntarily. They are interested in earning a high school diploma and are grateful for the opportunity to live in a safe and caring community for nine months. Residential students at Wayfinder Schools are eager for the chance to move positively forward in their lives.

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- Residential learning track contains 24 credits to be earned in the following three categories:
  - o Academics (16 credits)
  - o Residential Living Skills (4 credits)
  - o Career Exploration (4 credits)
- In order to graduate, students must earn all 24 credits and complete the nine-month program
- Pre/Post tests are conducted in Math and ELA to establish benchmarks, assess progress, and determine outcomes.
- Individualized learning and self-care plans, personal goal-setting scripts, and post-graduation proposals are developed collaboratively between students, staff, and other care providers and

- continuously reviewed throughout the school year
- Evaluative rubric-style check-ins are conducted interactively with students each week to promote communication and assess performance. These weekly rubric scores ultimately turn into grade equivalencies on mid-term and end-of-term transcripts. Quarterly Reports are completed collectively by Residential staff to provide a narrative summary that articulates how students are progressing on each of their graduation requirements. Furthermore, learning portfolios and project-based presentation evaluations round out our system of academic assessment tools. Additional assessment tools are also incorporated into the delivery and assessment of Career Exploration and Residential Living Skills curriculum.

#### The Process

Students begin each day at their career explorations site, returning to campus for lunch and afternoon classes. The following academic classes are taught in a group setting after lunch and before dinner Monday through Friday: Diversity, Film, and Peace Studies; Green Initiative; Literature; Writing; Creative Arts; Mentoring & Service Learning; Social Justice; Math in the Real World; American Sign Language; Real Life Skills; Health & Wellness. Our Ecology Lab & Lecture course is typically taught in a group setting on Sunday afternoons. Personal Passage Projects and Individualized Math requirements both utilize small group and one-to-one settings. Daily homework assignments and long-term projects are derived from these classes. Students complete their homework assignments and work on long-term projects in the evening after chores have been completed with support from overnight staff members and volunteer tutors.

Teachers, staff members, guest educators and volunteer tutors all have a sound familiarity with strength-based, learner-centered teaching practices. Being a small school enables WA to provide the individualized attention and support that students crave, require, and deserve. Our residential team works collaboratively for nine months to ensure that individual needs are being addressed, personal goals are being embraced, and graduation requirements are being met.

#### Measurable Objectives

Students complete the coursework within a nine-month timeframe. Mastery toward standards is measured using various tools. Evaluative rubric-style check-ins are conducted interactively with students each week to promote communication and assess performance. These weekly rubric scores ultimately turn into grade equivalencies on mid-term and end-of-term transcripts. Quarterly Reports are completed collectively by Residential staff to provide a narrative summary that articulates how students are progressing on each of their graduation requirements. Furthermore, learning portfolios and project-based presentation evaluations round out our system of academic assessment tools. Additional assessment tools are also incorporated into the delivery and assessment of Career Exploration and Residential Living Skills curriculum. These are further outlined later in this section: **Assessment of Learning Objectives.** Each course has specific learning objectives which can be viewed in each of the sections below. Wayfinder Academy will comply with state testing requirements and administer to its students all mandatory state tests. Section A4 Assessment and Performance Measures more fully addresses this compliance.

## Co-Curricular and Extra Curricular Programs

Much of WA's curriculum, including career explorations, service learning, expeditionary learning, mentoring, culinary arts, real life skills and passages projects (all outlined above) would be considered extra-curricular or co-curricular in traditional settings. Because WA students spend so much time learning outside of a traditional school days and classroom setting, there is strong overlap between core academics and extra/co-curricular activities. Additionally, many core academic credits in music, creative arts, social

justice and diversity and even math and science are also gained outside the classroom and with community partners like 317 Main, Tree Street Youth, The YMCA, Bates College, Local Adult Ed, and others.

The 24-credit Residential Program Track includes the following courses and associated learning objectives.

# Literature and Writing 2 credits

### In order to gain proficiency in Literature and Writing, students will:

- Regularly attend and participate in planned classes and activities
- Listen to shared reading of a work of literature and actively discuss its themes
- Hear literature, appreciating its sounds and cadences
- Read a work of literature of their choosing and complete related reflective assignments
- Critique their own writing, the writing of their peers, and the writing of established authors to better understand successful communication and the value of literature
- Memorize and perform a work of literature, paying attention to cadence and techniques of delivery
- Prove, through self-reflective documents in a variety of media, that they have a working understanding of concepts in literature and writing
- Develop fluency with grammar and new vocabulary through participating in weekly grammar practice and vocabulary development
- Build a progressive portfolio of written work in a variety of genres and draft selected pieces with an eye toward techniques of effective communication

# In order to be proficient, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives:

- They find reading and writing satisfying and make those activities part of their everyday lives
- They can communicate clearly: orally, in writing, and with graphics
- They have command of standard oral and written language conventions and editing skills
- They can use reference books effectively to locate language terminology
- They utilize oral and written language in all its varieties to get things done, to take charge of their lives, to express their opinions, to function as productive citizens, and to entertain and enjoy themselves and others
- They can demonstrate awareness of gender stereotyping and cultural bias in our language
- They can recognize when language is being used to manipulate, coerce, or control them
- They can language to make sense of their world and reflect on their lives
- They understand their individual learning styles and how they are best able to talk and write an idea
- They know strategies for clarifying their thinking, writing, and reading
- They can respond to the material they read, hear, or watch by making connections, evaluations and extensions
- They can read and listen interpretively or critically
- They can make connections within texts or among texts

- They understand the writing process
- They can sustain concentration and commitment to problem-solving using oral or written language as a means of organizing and recording thoughts
- They have read in diverse genres
- They are familiar with contemporary and enduring works of American literature and a sense of how themes of the American experience have developed over time
- They can demonstrate knowledge of how language works symbolically, structurally and in different social and cultural situations
- They understand how libraries are organized

(standards based on Maine's Common Core of Learning Document 1990: Appendix p.44, English Language Arts)

# Math in the Real World (1 credit) AND Individualized Math Tutoring (1 credit)

# In order to gain proficiency in Math, students will:

- Regularly attend and participate in all classes and assigned activities
- Create a portfolio of work, including but not limited to: cooking projects, tutor reports, and hands-on data collection, which demonstrates their use of mathematics and the application of these concepts in the world
- Relate and discuss math and statistical information to interdisciplinary themes of social justice
- · Read graphs and analyze data
- Perform basic computational math on a weekly basis
- Demonstrate evidence of progression to a higher level of skill in mathematics over the course of their time in the residential program using evidence from portfolio and narrative evaluation
- Meet weekly with a tutor to work on mathematics at their level of proficiency
- Interview a statistician or a professional in the field of mathematics who helps illuminate the relevancy of course concepts to a variety of career fields

# In order to be proficient in Math, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Mathematics:

- They understand the value of applying math to everyday situations
- They have confidence in their ability to use math meaningfully
- They can use and understand the language of math
- They can represent a situation that involves variable quantities with expressions, equations, inequalities, and matrices (basic abstract algebra)
- They can use patterns and relationship to analyze mathematical situations
- They can recognize and formulate real-world problems from situations within and outside math
- They can make number sense
- They can select and use appropriate computational methods, including calculator and computer
- They understand and apply concepts of ratio, proportion, and percent
- They can create experimental methods to describe, analyze, evaluate, and make decisions
- They can make and test conjectures and follow logical arguments

(based on Maine's Common Core of Learning Document, 1990: Appendix p.50, Mathematics)

In order to be proficient in Math, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Science and Technology:

- They understand how science and technology affect human history
- They have mastered the numerical skills of science, including basic dexterity with numbers, calculators, estimations, and orders of magnitude from subatomic to interstellar space
- They have sufficient knowledge of the vocabulary and methodology of science
- They can use scientific process skills to interpret information, offer explanations for findings, raise questions to be tested experimentally, and design experiments
- They realize that intrinsic to all scientific endeavors are certain basic values and attitudes, including diligence, fairness, curiosity, openness to new ideas, skepticism, and imagination
- They can find patterns and deduce order in a sequence

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 52, Science and Technology)

# Social Studies

Diversity & Social Justice (1 credit) AND Documentary Studies (1 credit)

# In order to gain proficiency in Social Studies, students will:

- Regularly participate in all classes, service projects, and assigned activities
- Respectfully discuss issues of identity, race, class, sexuality and gender and, through discussion, develop a better understanding of their personal stances and views
- Demonstrate activism in the world, in class and outside of class, that provides evidence of their understanding of citizenship and democratic principles
- Present a "Global Thanksgiving Project" to the community that includes knowledge of geography, economics, cultural customs, culinary traditions, and the everyday challenges of people in their chosen country
- Explore the roles of victims, perpetrators, bystanders, and upstanders and how these roles influence social dynamics
- Through watching assigned films on a weekly basis, understand principles of documentation, including the role that bias can play in documentary processes
- Prove, through self-reflective documents in a variety of media, that they have a working understanding of concepts in culture and history
- Write and reflect on themes related to diversity and social justice
- Study techniques of effective film-making and learn cinematic language
- Help envision and implement a documentary film that illuminates an issue of social importance

In order to be proficient in both Diversity and Social Justice and Documentary Studies, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Social Studies:

 They can be responsible for their own learning as independent and cooperative thinkers and decision makers

- They appreciate their own historic and ethnic heritage as well as those of others
- They understand the rights and responsibilities of citizenship
- They value and experience the opportunities for political, social, and economic participation in the life of the community
- They understand the contributions made by racial, ethnic, and religious groups in developing pluralistic societies, both our own and others around the world
- They understand the nature and roots of prejudice in themselves and others, as well as the ways that prejudice contributes to injustice and oppression
- They can demonstrate basic knowledge of the physical, economic, social, historical, cultural, and political geography of Maine, the US, and the world
- They understand the historical evolution of democratic principles, including policy-making procedures and constitutional government
- They have a basic understanding of world economic ideologies, systems, and practices and the global interdependence of economies
- They can understand and organize information garnered from maps, charts, graphs, film media, and the arts
- They can integrate observations from literature, arts, and music to their social studies curriculum
- They can compare and contrast different social systems of the past and present
- They are responsible consumers
- They understand and apply the core concepts embedded in each of the social sciences: history, geography, political science, economics, philosophy, sociology, psychology, and the humanities
- They understand and are able to apply the fundamental themes in geography
- They understand the eras and major concepts in world and American history (based on Maine's Common Core of Learning Document, 1990: Appendix p. 54, Social Studies)

In order to be proficient in Documentary Studies, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Creative and Performing Arts:

- They grasp the unique ability for the arts to encourage empathy and build community
- They can use and understand language appropriate to each art form when discussing and interpreting art
- They understand how the arts, because of their power to move us, can be misused to exploit or manipulate
- They see connections between the visual/performing arts and other disciplines of thought

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 42, Creative and Performing Arts)

In order to be proficient in Diversity and Social Justice, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in English Language Arts:

- They can communicate clearly: orally, in writing, and with graphics
- They are aware of gender stereotyping and cultural bias in our language
- They recognize when language is being used to manipulate, coerce, or control them
- They can use language to make sense of their world and reflect on their lives

(based on Maine's Common Core of Learning Document, 1990: Appendix p.44, English Language Arts)

In order to be proficient in Diversity and Social Justice, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Foreign Languages

- They can understand and cope with unfamiliar situations, both in their own culture and in the culture of others
- They possess an appreciation for the place of their own culture, language, and historic/ethnic heritage, as well as those of others in a pluralistic society

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 46, Foreign Languages)

# Science Green Initiative (1 credit) AND Ecology Lab (1 credit)

# In order to gain proficiency in Science, students will:

- Regularly attend and participate in planned classes, labs, and activities
- Keep a portfolio of self-reflective documents in a variety of media that demonstrates of a range of scientific concepts
- Apply concepts of science to real-world contexts
- Know and apply the scientific method
- Collect and analyze data and use their data to answer questions
- Use scientific classification to identify organisms in their environment
- Apply scientific and mathematical concepts to real life scenarios, including collecting and analyzing data
- Understand that environmental issues have broad interdisciplinary relevance, and bring this learning to a variety of contexts
- Participate in group-based activities and community service opportunities that emphasize ecological and environmental conservation, waste reduction, and appreciation for the natural world, including trips to the Garden Institute
- Assist in putting Wayfinder Schools' organic garden design plan into action
- Design and implement a project related to conservation, sustainability, or environmental justice
- Participate in our annual Water Conservation Relay Race
- Prove, through self-reflective documents, that they have developed a working understanding of basic "green" and environmental concepts and their importance in civic life

In order to be proficient in Science, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Science and Technology:

- They realize that intrinsic to all scientific endeavors are certain basic values and attitudes, including diligence, fairness, curiosity, openness to new ideas, skepticism, and imagination
- They understand the dynamic nature of our planet and the various forces that shape the earth and universe
- They respect and value the diversity of life, the interdependence of all life forms, and the precarious position of our planet's environment
- They have sufficient knowledge of the vocabulary and methodology of science
- They can communicate ideas effectively by using fundamental skills of writing, speaking and listening, visual aids, and citing sources

- They have mastered the numerical skills of science, including basic dexterity with numbers, calculators, estimations, and orders of magnitude from subatomic to interstellar space
- They can find patterns and deduce order in a sequence
- They can use scientific process skills to interpret information, offer explanations for findings,
   raise questions to be tested experimentally, and design experiments
- They have mastered fundamental manipulation skills reading scales and gauges, diluting liquids based on prescribed proportions, trouble-shooting common mechanical problems, making simple electrical connections
- They know about the human species especially how we function biologically
- They understand that transformations of energy pervade biological, chemical, geological, and physical systems
- They understand the existence of basic forces of nature, the behaviors of states of matter, and common changes that matter undergoes
- They understand the basic mechanical, optical, electric, and magnetic workings or our physical world as well as the fundamental laws governing the motion of objects
- They understand the roles played by cell theory, plant and animal structure and function, ecological relationships, principles of genetics, and evolution in our living environment
- They realize that scientific theories are creations of the human mind and can change with new developments
- They recognize the interrelationships of the fundamental principles common to all the sciences, along with their links to technology
- They understand how science and technology affect human history

(based on Maine's Common Core of Learning Document, 1990: Appendix p.52, Science and Technology)

# Creative Arts 2 credits

#### In order to gain proficiency in Art, students will:

- Participate in group activities and classes, complete projects, and reflect on their own growth through writing and discussion
- Attend all weekly class sessions or create work to satisfy requirements
- Assemble a portfolio of diverse artistic work
- Critique their own artwork, the work of their peers, and the work of established artists in order to better understand successful expression and the value of artistic practice
- Complete homework assignments on a weekly basis and submit to teacher for critique and discussion
- Attend field-trips to galleries and museums to further enrich their understanding of contemporary art and art history
- Prove they understand concepts in art and art history by researching relevant topics and presenting to the class

In order to be proficient in Art, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Creative Arts:

- They understand the arts to be a process for personal development and expression
- They grasp the unique ability for the arts to encourage empathy and build community
- They respect diverse points of view and artistic expressions of other cultures
- They understand the role of symbols as a means of human expression
- They can use and understand language appropriate to each art form when discussing and interpreting art
- They understand how the arts, because of their power to move us, can be misused to exploit or manipulate
- They see connections between the visual/performing arts and other disciplines of thought

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 42, Creative and Performing Arts)

In order to be proficient in Art, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Science and Technology

- They understand how science and technology affect human history
- They have mastered the numerical skills of science, including basic dexterity with numbers, calculators, estimations, and orders of magnitude from subatomic to interstellar space
- They can find patterns and deduce order in a sequence

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 52, Science and Technology)

### American Sign Language 1 credit

In order to gain proficiency in American Sign Language, students will:

- Regularly attend classes in American Sign Language and deaf culture
- Satisfactorily complete all assigned coursework, including signed presentations, readings and activities related to deaf culture and deaf rights, and communication-based tasks
- Participate in signed conversations, video documents, and ASL poems/performances
- Develop creative, basic communication ability in sign language

In order to be proficient in American Sign Language, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Foreign Languages:

- They possess knowledge of the major customs, cultural commonplaces, and daily routines of the community whose language they have studied
- They understand the geography of the places where the language is utilized
- They can identify both similarities and differences between mainstream American culture and the cultures associated with the language of study
- They possess, as a result of non-native language study, an appreciation for the place of their own culture, language, and historic/ethnic heritage, as well as those of others in a pluralistic society

- They have increased confidence and empathy as world citizens
- They have heightened ability to understand and cope with unfamiliar situations, both in their own culture and in the culture of others
- They can communicate and understand, in a non-native language, simple statements necessary for basic survival in the target culture
- They can compose in another language a clear, concise series of sentences or a short paragraph about everyday topics
- They can ask and answer questions in another language and maintain simple conversation

(based on Maine's Common Core of Learning Document, 1990: Appendix p.46, Foreign Languages)

# Mentoring 1 credit

## In order to gain proficiency in Mentoring, students will:

- Participate in group-based activities and community service opportunities
- Partner with community organizations and local elementary schools to address needs
- Participate in mentoring training
- Become familiar with SMART goals
- Practice facilitation skills and democratic decision-making
- Work with multi-generational groups to design and implement projects
- Model positive leadership to students younger than themselves
- Provide logistical support to assist in completion of a chosen collaborative project

In order to be proficient in Mentoring, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Social Studies:

- They value and have experienced opportunities for political, social, and economic participation in the life of the community
- They understand the rights and responsibilities of citizenship
- They understand and apply the core concepts embedded in each of the social sciences: history, geography, political science, economics, philosophy, sociology, psychology, and the humanities

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 54, Social Studies)

In order to be proficient in Mentoring, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Applied Technology and Vocational Education:

- They recognize the value of dependability, productivity, and initiative in all areas of life
- They can solve problems by applying strategies and solutions to new situations

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 40, Applied Technology and Vocational Education)

In order to be proficient in Mentoring, students must demonstrate through a working portfolio and

a variety of assessment documents - that they have met the following objectives in Human Growth and Development:

- Have skills that enhance their personal well-being: as in, decision-making abilities, interpersonal skills, critical thinking and problem-solving, ability to manage stress, ability to cope successfully with peer pressure and media messages
- · Communicate directly and honestly with others
- Have the ability to form and sustain healthy relationships

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 48, **Human Growth and Development**)

# Real Life Skills 1 credit

# In order to gain proficiency in Real Life Skills, students will:

Participate in weekly workshops on a variety of themes

Build their confidence through exploring topics and participating in hands-on projects such as sewing, public speaking, conflict resolution, household/auto repair, first aid, nutrition, budgeting and post-graduation planning

Apply their learning to residential living, vocational, relational, and academic contexts

In order to be proficient in Real Life Skills, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Human Growth and Development:

- They have skills that enhance their personal well-being: as in, decision-making abilities, interpersonal skills, critical thinking and problem-solving, ability to manage stress, ability to cope successfully with peer pressure and media messages
- They can communicate directly and honestly with others
- They are able to form and sustain healthy relationships
- They can select leisure activities that develop and enhance wellness
- They understand and practice self-care health skills, including good nutrition, safety and first aid, and avoidance of alcohol, tobacco, and other drugs
- They understand personal economics and have the ability to manage money
- They know when, where, and how to gain access to good health care

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 48, **Human Growth and Development**)

# Health and Wellness 2 credits

#### In order to gain proficiency in Health and Wellness students will:

Actively participate in physical activities such as yoga, walking or running, hiking, biking,

- weight-training, swimming, martial arts, basketball, tennis, etc.
- Actively participate in team-oriented physical activity, including weekend outdoor excursions and a hip-hop dance class in preparation for our Dancing with the Local Stars fundraiser
- Develop and implement an individualized exercise routine based on awareness about the components of physical health
- Attend sex education seminars
- Demonstrate their participation in physical activities that promote wellness
- Identify and implement a self-care plan
- · Prioritize counseling, doctor's appointments, and other support services to maintain wellness

In order to be proficient in Health and Wellness, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Human Growth and Development:

- They have skills that enhance their personal well-being: as in, decision-making abilities, interpersonal skills, critical thinking and problem-solving, ability to manage stress, ability to cope successfully with peer pressure and media messages
- They will participate in daily physical activity and assess, develop, and maintain physical fitness
- They can communicate directly and honestly with others
- They are able to form and sustain healthy relationships
- They can select leisure activities that develop and enhance wellness
- They understand and practice self-care health skills, including good nutrition, safety and first aid, and avoidance of alcohol, tobacco, and other drugs
- They know when, where, and how to gain access to good health care

# Passage Project 1 credit

# In order to gain proficiency in their Passage Project, students will:

- Regularly meet with their Passage Advisor and other members of Wayfinder School staff to design and implement a project based on a personal fear, challenge, or interest
- Present the project to the community and analyze the process involved in creating it, including any obstacles they overcame in making it happen
- Discuss their process, including what the project represents about their growth over the term, in related self-reflective documents

In order to be proficient in their Passage Project, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Applied Technology and Vocational Education:

- Recognize the value of dependability, productivity, and initiative in all areas of life
- Have ability to make informed career and life choices
- Use language to work cooperatively and effectively with others
- Solve problems by applying strategies and solutions to new situations

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 40, Applied Technology and Vocational Education)

In order to be proficient in their Passage Project, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Human Growth and Development:

- Have skills that enhance their personal well-being: as in, decision-making abilities, interpersonal
  skills, critical thinking and problem-solving, ability to manage stress, ability to cope successfully
  with peer pressure and media messages
- Understand basic concepts of growth and development, sexuality, family life, and parenting
- Communicate directly and honestly with others
- Have the ability to state their own needs

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 48, **Human Growth and Development**)

In order to be proficient in their Passage Project, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in English Language Arts:

- Communicate clearly: orally, in writing, and with graphics
- Use language to make sense of their world and reflect on their lives

(based on Maine's Common Core of Learning Document, 1990: Appendix p.44, English Language Arts)

# **Residential Living Skills**

#### 4 credits

Chores (1 credit) AND Culinary Arts (1 credit) AND Restorative Practices (1 credit) AND Service Learning and Expeditionary Experiences (1 credit)

#### In order to gain proficiency in Residential Living, students will:

- Live respectfully and safely in a communal setting for at least 20 weeks/1 full semester
- Participate in all planned ELE trips while in residency
- Fulfill all Residential Living requirements (i.e., cooking duties, nightly chores, All Crew Meetings, Resolution Circles, etc.)
- Learn Restorative Justice practices and apply conflict resolution principles to group life
- Learn real life skills as they relate to culinary education; prepare a variety of meals using diverse
  ingredients, including each of the following: local, ethnic, left-over, and USDA approved
- Explore the connection between food and culture
- Learn to shop on a budget
- Participate in all Service Learning Projects and see the importance of volunteerism in their own life
- Learn and use coping strategies in the residential setting to manage personal feelings and interpersonal relationships
- Participate, once every two months, in self-care check-ins with residential staff which address self- care goals and provide support
- Prove, through self-reflective documents in a variety of media, that they have developed the
  ability to make healthy choices, implement a self-care plan, set appropriate long-term goals, and
  seek the support they need

In order to be proficient in Residential Living, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Human Growth and Development:

- They have skills that enhance their personal well-being: as in, decision-making abilities, interpersonal skills, critical thinking and problem-solving, ability to manage stress, ability to cope successfully with peer pressure and media messages
- They can select leisure activities that develop and enhance wellness
- They understand and practice self-care health skills, including good nutrition, safety and first aid, and avoidance of alcohol, tobacco, and other drugs
- They can communicate directly and honestly with others
- They have the ability to state their own needs
- They have the ability to form and sustain healthy relationships
- They understand personal economics and have the ability to manage money
- They now when, where, and how to gain access to good health care
- They understand the role of physical activity in contributing to their personal health and wellbeing
- They know how to prevent or control diseases and disorders including STDs

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 48, **Human Growth and Development**)

# Career Exploration 4 credits

### In order to gain proficiency in Career Exploration, students will:

- Complete at minimum 12 hours of work per week for 15 weeks (180 total hours) for at least one full semester
- Follow expected protocol by giving appropriate notice when sick or absent and effectively communicating with their employer
- · Attend and participate in Work Ready training, including mock interviews
- Complete assigned tasks at their work site with an attitude of professionalism
- Create a resume to use for future employment
- Hand in all time-sheets and communicate effectively with their supervisor and the Campus Director

In order to be proficient in Career Exploration, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Applied Technology and Vocational Education:

- They have a basic understanding of the changing roles of men and women in an increasingly diverse society
- They are building an awareness of their individual interest, aptitudes, skills, and values in relation to demands of the workplace, and they can set goals for future work and understand necessary preparation
- They recognize the value of dependability, productivity, and initiative in all areas of life
- They understand work as a means of economic survival and as an important source of personal

identity and satisfaction

- They can make informed career and life choices
- They have a basic knowledge of development of modern technology and its effects on people and the environment
- They have a basic knowledge of work and the structure and functions of the labor market
- They can use language to work cooperatively and effectively with others
- They can solve problems by applying strategies and solutions to new situations

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 40, Applied Technology and Vocational Education)

In order to be proficient in Career Exploration, students must demonstrate - through a working portfolio and a variety of assessment documents - that they have met the following objectives in Human Growth and Development:

- They can communicate directly and honestly with others
- They can state their own needs
- They understand personal economics and have the ability to manage money

(based on Maine's Common Core of Learning Document, 1990: Appendix p. 48, **Human Growth and Development**)

#### SAMPLE LESSON PLAN 1

Overcoming Cultural Stereotypes Diversity, Film, and Peace Studies

Goal: To increase cultural awareness and identify personal experiences of discrimination. Materials: Index Cards

Ice Breaker: Who am I? Pass out index cards and ask each student to write one thing about themselves that they feel people don't know about them. Instruct them to leave their name off of the card. From there, collect the cards, pull each card one at a time, share the fact and ask students to guess who the fact may be about. (If time is an issue, pull half the cards)

Activity: Discrimination Continuum<sup>1</sup>

- 1. Tell the students that they are going to do an activity that requires three things: respect, sensitivity, and quiet. Go over these three things. Also tell the group that this activity is about them; not their friends, or people standing next to them, but about them.
- 2. Explain that you might have some strong feelings during this activity so we need to be very respectful and caring to one another. No laughing, talking or even whispering, so we can all feel safe.
- 3. Tell all of the students to stand on one end of the room. From here explain that you are about to read off statements. Tell them that if they can answer yes to any statement they must take one step forward towards the other side of the room (silently).

Move one step forward if you've ever been teased or called a bad name or made fun of

Move one step forward if you've ever been picked last in games or sports or left out of an activity all together

Move one step forward if you've ever been called a mean name or put down because of your gender

Move one step forward if you've ever been judged or teased because of your religious background

Move one step forward if you've ever been judged or teased because of your economic status

Move one step forward if you've ever been judged or teased because of where you live

Move one step forward if you've ever been judged or harassed because of your racial background

Move one step forward if you've ever been physically attacked without provoking the fight in any way (verbally, physically)

Move one step forward if you've ever felt targeted by an authority figure Move one step forward if you've ever felt like an outsider Move one step forward if you've ever felt misunderstood

<sup>&</sup>lt;sup>1</sup> Adapted from Donna Mehle's lesson "Crossing the Line"

**Debrief**: What are some feelings that came up for you during this activity? Why was it so important to be quiet, respectful and sensitive during an activity like this? What was the hardest part for you? What did you learn about yourself? About others? What big issues does this activity bring up? What does this activity teach us about tolerance? Discrimination? Labels? Judging others?

Closing: -Thank them all for participating in this activity and explain that this helps us see how everyone has experienced some kind of discrimination; it comes in all shapes and forms and is often based on unfair stereotypes. Ask them to think about: How do we combat discrimination? -Complete Reflection Slips and turn in face down on way out of class.

#### **SAMPLE LESSON PLAN 2**

The Compaynys of Beestys and Fowlys Collective Nouns, Nouns of Multitude, Terms of Venery Writing Class

- 1. Introduce the idea of collective nouns: -most collective nouns coined during the 15<sup>th</sup> century
- -many were classified in the 1486 Book of St. Albans, a handbook for medieval gentlemen. It included essays on hunting, hawking, and heraldry (study of devising and granting coats of arms and determining who is entitled to bear them). Book was used as a vocabulary-booster, designed to help gentlemen-intraining impress their fellow men
- -the appendix of the hunting section titled "The Compaynys of Beestys and Fowlys" includes a list of 164 collective nouns (Contrary to the title, many terms actually describe people—giving us a taste of medieval wit)
- -the Book of St. Albans became very popular, more courtesy handbooks like it were produced, and by the 16th century, many collective nouns had entered the lexicon -today we're left with common phrases like "a flight of stairs," "a school of fish," "a board of trustees," etc. but what about "a game of whales," "a quiver of arrows," "a business of ferrets"? Fortunately, thanks to James Lipton's *An Exaltation of Larks*, a book that compiles and explores the history and use of collective nouns or what he prefers to call "terms of venery," some of these phrases have made a comeback.
- -Lipton's book first appeared in 1968 (175 terms—some middle English, some original). In 1993 he published the ultimate edition with more than 1,000 terms along with 250 witty and beautiful engravings by a 19<sup>th</sup> century French lithographer. Lipton explains the origin of some of the terms: for example, a quiver of arrows. (Lipton's research revealed that as early as 1300 a poetic soul rejected the available words "case" and "scabbard" and turned "quiver" into a noun.)

Lipton identifies six sources of inspiration for the terms. He lists these "Families" with the following examples:

- 1. Onomatopoeia (sound associated): a murmuration of starlings, a gaggle of geese. 2. Characteristic (by far the largest Family): a leap of leopards, a skulk of foxes. 3. Appearance: a knot of toads, a parliament of owls. 4. Habitat: a nest of rabbits.
- 5. Comment (pro or con depending on viewpoint): a damning of jurors, a hastiness of cooks 6. Error (in transcription or printing; sometimes preserved for centuries): "school" of fish was originally intended to

be "shoal."

This lesson was born out of my interest in the idea of language as endangered species and the ways in which we can work to save it—hand out list

2. Your job: Take a card or work from the list I handed out, begin with a title that uses one of these collective nouns and let your writing (poetry or prose) spin off from there.

The Compaynys of Beestys and Fowlys Collective Nouns, Nouns of Multitude, Terms of Venery

Business of Ferrets Labor of Moles Mustering of Storks Shrewdness of Apes Smack of Jellyfish Fusillade of Bullets Baptism of Fire Quiver of Arrows Tissue of lies Murder of Crows Unkindness of Ravens Dule of Doves Clowder, Cluster, or Clutter of Cats Kindle of Kittens

Mute of Hounds Pass of Asses Ostentation of Peacocks Trip of Goats

Thrill of Brides Pound of Englishmen Skulk of Foxes Nest of Rabbits

Murmuration of Starlings Hum of Bees Convulsion of Belly Dancers Sloth, or Sleuth, of Bears Charm of Finches

String of Ponies College of Cardinals Shock of Corn Knot of Toads Wedge of Swans (when flying) Parliament of Owls Superfluity of Nuns Abominable Sight of Monks Untruth of Summoners Damning of Jurors Rascal of Boys Impatience of Wives Tabernacle of Bakers Fighting of Beggars Neverthriving of Jugglers Hastiness of Cooks Worship of Writers

### SAMPLE HOMEWORK BOARD

Assignments in red must be submitted through Google Docs Elisabeth's e-mail: <a href="mailto:elisabeth.wayfinderschools@gmail.com">elisabeth.wayfinderschool@gmail.com</a> Oren's e-mail: <a href="mailto:oren.thecommunityschool@gmail.com">oren.thecommunityschool@gmail.com</a> Carrie's e-mail: <a href="mailto:carrie.thecommunityschool@gmail.com">carrie.thecommunityschool@gmail.com</a>

Due dates are in bold

Monday, September 29

Writing Group:

Define what "story" means to you (1 page, 12 point font, double-spaced) 10/6

Green Initiative:

Research your principle and bring it to class to share

Tuesday, September 30

**Diversity & Social Justice:** 

Pine Ridge Reservation written response piece. See e-mail for detailed instruction. 10/7

Creative Arts:

Research Wabanaki people (especially in Maine). Find one fact about Wabanaki and type it up for discussion. Bonus: Can you find any symbols that represent the Wabanaki? 10/7

Wednesday, October 1

ASL: Practice ABCs, counting, question words and simple dialogues. Be prepared to "perform" who, what, where, when and why with your "question face." 10/8

Real World Math: CEO vs. Worker handout; Research CEO's personal history and be prepared to discuss whether or not this particular history warrants such an enormous salary 10/8

Friday, October 3

Health/Sex Ed: Complete "Sexuality Topics of Confusion and Conflict" sheet; Food Journal 10/10

Becoming the Other: Memorize Langston Hughes and Sharon Olds poems as a team and get them performance ready; Write in your journal about what desires you have had thwarted by exterior obstacles and interior obstacles. Also, write about any time you have created exterior obstacles to someone else's desires. 10/17

Reading Group: 5 sentences or write a poem using vocabulary words 10/10

Monday, October 6

Writing Group:

One page, 12 point font, double-spaced story using one of the "first sentences"

\*If you use material generated in class, length requirement is two pages

10/15 (no class 10/13 due to Native American Day Weekend--writing group will meet at 2:45pm on 10/15)

Green Initiative:

Research your principle and bring it to class to share 10/27 - completed

<u>Personal Passages Projects</u>: Type answers to questions 1-8 and submit to Sable and Elisabeth via Google Docs 10/14

Tuesday, October 7

**Diversity & Social Justice:** 

Complete terms worksheet- define and think about how these terms relate to concepts discussed in class 10/14

# Creative Arts:

Creating personal shields. Drawing from the Mic Mac creation myth and how the Mic Mac attribute meaning to the world around them I want you to design, draw, and add color to your "12 cardboard circle using symbols that are important to you, where you come from, who you want to be. It could be one item, or many, words or not. Think about layout, color, patterns, and symbolic meaning. You can work on these in your free time and we will work on these again on the **Tuesday, October 14th** when you return from break. You will be asked to present your shield to the class.

Wednesday, October 8

ASL: Practice family signs using the packet provided. Help each other! 10/15

Reading Group: 5 sentences or write a poem using vocabulary words 10/17

Tuesday, October 14

Diversity & Social Justice: Memorize assigned lines from Chief Seattle speech; finish illustration 10/21

Creative Arts: Due 10/21

- 1. Finish Personal Shield
- 2. Visual Propaganda //Before and After Portraits of the Carlisle Indian School
- 1) Chose from one of the three pairs in the attached ZIP file,

of Before and After photographs from the Carlisle Residential Indian School.

\*If you would like, more info on the school follow these links,

CIS. or here, Visualizing a Mission Dickinson College\*

2. Look at the pair of images and identify the differences between the before and after.

Use our class observations: ie. hair, wardrobe, lightening of skin, the setting of outdoors vs. interior studio shot etc. What else?

These differences represent how the people in the photos have been manipulated in some way to communicate that these subjects (children+ young adults) were becoming more White, more civilized.

3) Which of these manipulations feels most cruel or surprising to you?

Why and How does this make you feel?

Write your response in the form of a Poem or a Diary entry.

Include the pictures in your document, with the name of the pair you chose.

#### Chiricahua Apache Children Before & After.





Wednesday, October 15

ASL: Practice family sign vocabulary (using packet as a reference) to prepare for slideshow assignment in two weeks, 10/22

Writing: New opening paragraph for first sentence story; edits regarding point of view, character development, and metaphor/simile 10/20

# Assessment of Learning Objectives:

Residential students take the Accuplacer at the beginning of the year to establish benchmarks and then again at the end of the year to demonstrate progressive outcomes. Wayfinder Academy will comply with state testing requirements and administer to its students all mandatory state tests. Section A4 Assessment and Performance Measures more fully addresses this compliance. Throughout the year, the following assessment tools are used:

# 1. Weekly evaluation rubrics

WAYFINDER SCHOOLS (CAMDEN)						
WEEKLY ASSESSMENT AND ATTENDENCE RUBRIC						
NAME	ATTENDED CLASS:	ENGAGEMENT / PARTICIPATION	DEPTH OF LEARNING	INTERPERSONAL SKILLS/RESPONDING	OVERALL EFFORT	FOLLOW THRU:
NAMEDATE	Yes/No			TO FEEDBACK: MATURITY AND RESPECT		FOLLOW UP ASSIGNMENTS HANDED IN YES/NO
CAREER EXPLORATION APPRENTICESHIP						TES/110
WRITING GROUP						
DIVERSITY AND SOCIAL JUSTICE			-			
AMERICAN SIGN LANGUAGE						
GREEN INITIATIVE						
MENTORING						***
LITERATURE AND READING GROUP						
CREATIVE ARTS: ART THEORY AND PRACTICE, MUSIC, THEATER, AND DANCE						
American Sign Language						
FIELD SCIENCE/SCIENCE LAB						
Матн					_	

DOCUMENTARY FILM STUDIES					
PERSONAL				······································	
PASSAGE PROJECT					
PHYSICALLY					
ACTIVE					
EDUCATION					
RESIDENTIAL					
LIVING / CHORES					
CULINARY ARTS		-			
RESTORATIVE					
JUSTICE					
PRACTICES					
HEALTH					
AWARENESS /					
SELF CARE					
SERVICE					
LEARNING					
EXPERIENTIAL			'		
LEARNING	İ				
EXPEDITIONS					
Post-					
GRADUATION	ŀ				
PLANNING					
REAL LIFE SKILLS					

#### **SCALE**

- 0 NOT PRESENT / NON-PARTICIPATORY
- 1 PRESENT BUT NON-PARTICIPATORY / POOR ATTITUDE / LACK OF EFFORT
- PRESENT BUT NOT CONSISTENTLY OFFERING POSITIVE CONTRIBUTIONS / LESS THAN
  POSITIVE ATTITUDE / DISTRACTING TO OTHERS AT TIMES / DETRACTING FROM THE
  OVERALL LEARNING EXPERIENCE
- 3 MET BASIC EXPECTATIONS / SHOWED SUFFICIENT AMOUNT OF EFFORT AND ENGAGEMENT / WAS NOT DISRUPTIVE OR DISRESPECTFUL / BUT DIDN'T CONTRIBUTE MUCH TO THE OVERALL LEARNING EXPERIENCE
- 4 DEMONSTRATED A POSITIVE ATTITUDE AND CONSISTENT EFFORT THROUGHOUT / CONTRIBUTED POSITIVELY THE OVERALL LEARNING EXPERIENCE
- 5 EXCEPTIONALLY PARTICIPATORY / HIGHLY ENGAGED AND ENTHUSIASTIC /SUPPORTIVE TO OTHERS / ENHANCED THE OVERALL LEARNING EXPERIENCE

# 2. Quarterly Narrative Reports:

### SAMPLE QUARTERLY REPORT FOR STUDENT J.M.

February 1, 2016

### Overall Summary

It's been a great couple of months since our Global Thanksgiving celebration. December went by quickly, with students heading home for vacation on December 18th and returning January 4th. Prior to departing for break, we had many celebrations such as the annual all-crew "Secret Elf" gift giving ceremony, where students and staff exchanged entirely homemade gifts. January has brought more depth to our academic work and weekends packed with Experiential Learning opportunities. This has included a winter camping excursion to Tanglewood 4-H Camp and Learning Center, ice-carving at the Camden Winterfest, and sledding in preparation to for our entry in the International Toboggan Championships at the Camden Snow Bowl. The students have completed their Field Ecology course and many have opted to take a Chemistry course through Camden Hills Regional High School's Adult Education Program. In addition, students have begun the proposal process for their Personal Passage Projects which they will spend the rest of the year completing.

JM has continued to do well here at Wayfinder Schools. She has seemed to enjoy the "Secret Elf" gift giving ceremony where she presented --- with some very detailed, personalized works of art. She also helped design the template for the ice-carving event and enjoyed tobogganing in the Toboggan Championships. Academically, JM has shown a real improvement recently. She struggled a bit during December with homework completion and regular engagement in class but since returning from the holiday vacation she seems to have a lot more motivation. Residentially, JM has continued to improve her relationships with the other students and has tried to assume a more of supportive role amongst her peers. At times, JM struggles with the other students and staff and is still working on building trusting relationships with everyone. Moreover, it seems like JM is often stressed by aspects of her life outside of school which has, at times, interfered with her ability to be completely present at Wayfinder School. With that said, JM has shown improvement in all areas this past term and I am hopeful that she will continue to grow in the remaining portion of the year.

#### Academics

In Diversity and Social Justice, we've been looking at women, gender, and sexuality and exploring how culture and media affect these aspects of identity. As part of this unit, we created collages out of magazine images, which provided a good overview of stereotypical notions of masculinity and femininity. As we dove further into this unit, students examined gender specific language, gender inequalities in employment, and how societal structures reinforce heteronormative behavior and compliance. Students also examined current events surrounding issues faced by the LGBT community and wrote response papers on a time in which they saw a man in their life cry, examining how it challenged or reinforced notions of masculinity. We also celebrated Martin Luther King Jr. Day through close readings of his "I Have a Dream" and "I've Been to the Mountaintop" speeches, examining protest tactics, attending a screening of "The Children's March," and a candlelight vigil in his honor in Belfast. This has started us on a unit examining race and privilege in light of the events in Ferguson and those that followed.

JM has shown a real passion for social justice and is a regular participant in our class discussions. JM seemed to be particularly engaged in our gender and sexuality unit and had a lot to contribute in class. She has had a similar enthusiasm during our unit on race and civil rights. At times, she has been distracted by other things going on in her life that have prevented her from fully engaging in some activities in DSJ such as the candlelight vigil on MLK Day. It seems that JM is very capable of contributing to the dialogue in class without being fully present at all times. I hope that over the next few months JM can continue to work as hard as she has proven herself capable of as well as being more present in classes and all aspects of the residential program.

We continued working through our poetry unit in Writing before the holiday break. As part of this unit, the students crafted a variety of poems through blacking-out parts of newspaper articles, following specific rhyme schemes, and using antonyms and synonyms. Since returning from break the students have been crafting personal statements for college applications as well as cover letters for specific job opportunities that they've researched.

JM very much enjoyed the poetry unit we worked through in Writing. She finds a real outlet in the poetic process and has continued to write poetry outside of class. Moreover, she has worked hard on her personal statement, which she has continued to hone for future college applications. During our professional document writing workshops, I was disappointed with JM's follow through in terms of homework. However, she took an active role in the mock interview process and recently presented her post-graduation plans during our weekly resolution circle.

During the second quarter of ASL, the students have learned days of the week and times of the day, colors, winter/ weather signs, numbers 1-30, sports and activities, feelings and responses, places and how to have basic conversations, asking questions and making statements. Overall they have learned over 250 vocabulary words and ended the quarter presenting their mini projects to the class. The projects consisted of signing stories or information about a place that they presented to the class. Students also had fun playing bingo, going on signing scavenger hunts, making their own signing videos, having signing speed competitions and working in groups to present mini skits to the class. Throughout this quarter, students have had good energy in class and did not give up when they were challenged with the lessons.

Sarah states that JM continued to excel in class this quarter. She worked well with her peers, helping them both in and out of class. JM worked on her patience with others, but continued to struggle at times with not letting her peers frustrate her in group activities. JM has learned to be both a leader by example and a positive support. JM continues to practice outside of class and her hard work shows through her mastery of the material. However, she is inconsistent turning homework in to completion and being on time. Sarah looks forward to JM continuing her supporting role in class and hope she continues to challenge herself to use signs more with her classmates.

Alexis reports that Digital Media Arts and Creative Arts (DMA/ARTs) have been going quite well. Over the course of the past few months the students have been working on a myriad of different projects. Early in December, they visited MidCo Lab and saw the work of various male and female artists in the Mid-Coast region. They also began working on their Monument Quilt Project, which is a nation-wide quilting project to raise awareness and provide a platform for survivors of sexual violence. As part of this project, the students design and sew their own quilt square that will be assembled and displayed and the National Mall in Washington, D.C. The students also have been working on paper mural inspired by the work of Kara Walker. Moreover, the students we able to attend the grand opening of the mural project they completed at the local

transfer station. Most recently, the students have just begun working on a radio diary project with Scott.

Alexis states that JM has done well overall in DMA/ARTs. She has a real knack for sewing and has been helpful with her peers in the learning process. JM seems to be very inspired by the Monument Quilt project and has enjoyed the creative process. Moreover, she has recently been working hard on her radio diary project and enjoyed crafting the Kara Walker inspired mural.

Before December break, the students finished reading "The Things They Carried." Throughout the reading process, the students continued to track unfamiliar vocabulary and use those words in new ways. My hope is that this exercise helped students prepare for SATs and college level reading by developing an ever-expanding list of new words they can use in context. Cathy reports that discussions around the book and its themes have been rich and productive. When we returned from break, the student began reading "The Wayward Bus" by John Steinbeck. Though slow to warm to the novel, the students have begun to identify certain narrative points that relate to their personal lives and are making headway in completing the book before we leave for our New York City ELE.

Cathy notes that JM has been engaged in class reading and discussions. She seemed to enjoy reading "The Things They Carried" and was fairly consistent with completing homework assignments. While she is attentive in class and focuses on the book, Cathy would like to see JM take a more active role in group discussions around the novel. With that said, JM seems to be doing well in Reading class.

In Documentary Film, the students have watched a variety of films that highlight themes across the curriculum. In the past few weeks they watched "Exit Through the Gift Shop Window" which explores the work of street artist Banksy which brought to light some of the themes they've explored with the mural project in DMA/ARTS. To add more depth to the Diversity and Social Justice units, the students viewed "The House I Live In," a film that explores the War on Drugs and its relationship with a rapid increase in the nation's prison population. Furthermore, they watched "Miss Representation," which highlights the ways women are portrayed in the media. Working of off topics in Green Initiatives, the student watched "Billions in Change," which shows how entrepreneurship can help offset environmental injustices, and "Botany of Desire," which explores the ways humans and plants have coevolved. Lastly, the students watched "Sound and Fury" which explores deaf culture and the impact of cochlear implants.

JM is doing well in Documentary Film class. She seemed to particularly enjoy the films "Miss Representation" and "Exit Through the Gift Shop Window." Allie states that JM is regularly engaged in the conversations that follow and attentive during the film screenings.

During Green Initiatives this December, the students organized and prepared a luncheon at a local, low-income, senior housing facility called Merry Gardens Estates. Much of the food used to prepare the meal was preserved produce from our school garden earlier in the year. The students also did some work in the garden getting the beds ready for winter. Since coming back from break, we have shifted our focus to energy consumption and its relationship with climate change. As part of this unit, students calculated their own carbon footprints, did an energy audit of school appliances and usage, and have begun designing their own projects to address an environmental or social injustice they see in the community.

JM has done quite well throughout our Green Initiatives class. During visits to the garden, she regularly jumps in to lend a hand with projects. She was excited to share her experiences with

Merry Gardens with the other students during our service project and went above and beyond in preparing for the event. Since returning from the holiday break, JM has been steady with her performance and continues to work hard in Green Initiatives.

This month brought the conclusion of our Field Ecology class. We went on several interpretive walks on local land trust properties and did some experiments at school. One of these experiments used Jell-O to investigate the insulation properties of snow and shedding light on ways subnivean mammals take advantage of snow's heat retention. We also focused on the various adaptations of owls and dissected owl pellets in class, reconstructing and identifying the found skeletons. Now that the class has concluded, many of the students are enrolled in a Chemistry class offered through Camden Hills Adult Education.

JM has seemed to enjoy our interpretive hikes in Field Ecology. Even when trail conditions were tough, JM kept a positive attitude and was regularly engaged. During labs, JM would at times not put in her full effort which has cost her some points during those weeks. With that said, she did quite well overall in the Field Ecology class. Since that class has concluded, JM has opted to take Chemistry through Camden Hills Adult Education. JM has a strong work ethic and seems fully capable of holding herself accountable. I am confident that she can succeed in this class and that it will serve her in her future plans.

In Group Math, we've been investigating probability and statistics by researching themes related to the incidents in Ferguson, MO and police violence. These math lessons have complemented many discussions we've had in Diversity and Social Justice and has given the students some quantitative data to back up some of the qualitative reading we've done. Students also explored infographics relating to the prison systems in the US and presented the information they gleaned from the visual representation of data. In addition to supplementing our lessons in Diversity and Social Justice, we explored themes in Green Initiatives through basic algebraic expressions and arithmetic in Group Math. Students used data from school bills and receipts to calculate the total annual carbon footprint of the school through a series of conversions and calculations.

JM has done well overall in our Group Math class. She is regularly an active participant in class and typically positions herself close to the front in class. She has been fairly consistent with turning in assignments and is regularly in class before our scheduled starting time. Moreover, JM regularly asks clarifying questions which seem to help other students understand. I have appreciated her presence in this class and look forward to the remaining portion of the year.

For her Individual Math credit, JM has been taking an online class administered by Thomas College. The course is taught by Wayfinder School teacher Erica Gates, who has reported that Jenny has been doing quite well recently. When JM began the class, she neglected to turn in her homework regularly. Erica and she strategized ways to make access to assignments and the process for handing them in easier. Since that point, JM has been far more proactive in completing the assignments and is caught up in the course. JM should be able to do well in the course if she can maintain her steady work ethic throughout the remaining portion of the class.

The students have also identified Passage Projects that they will develop this semester and present before graduation at the end of the year. These projects provide students with an opportunity to learn about themselves and to focus on a personal goal, challenge, or fear that they want to address in their final months at school. They will work with a Passage Project mentor on staff to complete the projects and to get advice. I'm very excited about each of these projects and to see where they ultimately lead. In four short months, we'll see their final presentations!

JM is planning to explore her artistic talents with her passage project. She will be working with overnight staff member Allie to craft her presentation. JM would like to challenge herself to be more present in her life instead of worrying about the future or dwelling on things out of her control. After getting to know JM this year, I think this is a great project for her and I am glad that she has given her proposal so much thought. I am eager to see the learning that she has over the next few months and how that translates into her academic and residential practices at school.

## Career Exploration

JM has excelled this quarter at her Career Exploration sites. She has consistently turned in her timesheets and had positive reviews from both her site supervisors. JM has continued to work at Merry Garden's Monday, Tuesday, and Wednesday helping take care of individuals in assisted living. She works Thursday at Pen Bay Medical Center where she has continued to expand her volunteer responsibilities. JM's site supervisor at Pen Bay Medical Center has regularity reported this quarter that it has been a "pleasure to have JM with us on Thursday mornings," in addition to getting 5's in every performance area. JM has been developing her post-grad plans and her interest in teaching has led her to pursue a Career Exploration at Zenith, which is a high school program at Camden Hills. She will begin working there Monday, Tuesday, Wednesday after break. We hope she continues her hard work and challenges herself to seek opportunities outside of her comfort zone so she can learn as much as she can from the Career Exploration experiences.

#### Residential Living

JM had made some series strides in her presence in the community. JM has continued to foster more trusting relationships with students and staff over the course of the year. During our weekly circles, she has been much more self-reflective than in earlier in the year and I think that has translated to more steadiness and confidence in her relationships with others and herself. JM has identified that she is often pulled away from the community by things going on outside of the school and that she needs to focus more on being present in the community. I hope that JM can focus on that piece of her residential life more in the coming months.

#### Conclusion

The last few months have certainly had their highs and lows for the students. It nice to see the students demonstrating growth on a daily basis and I am hopeful that they will begin to find motivation in working towards their post-graduation goals. As a group, we seem much more cohesive and are living together amicably.

# SAMPLE QUARTERLY REPORT TEMPLATE SUBMITTED BY LEAD TEACHER ELISABETH ARONEAU

A.B. Quarterly Report December 2015 and January 2016

#### Overall Summary

The last couple of months have been both challenging and deeply rewarding. We had a wonderful couple of weeks leading up to the holidays, including an all-crew "Secret Elf" celebration, at which we presented each other with entirely homemade gifts. January was packed with a lot of intense academic work and some active weekends in the outdoors. Along with snowshoeing and

sledding, our students have entirely embraced our brand new ice rink on campus. In addition, both New Gloucester and Camden students participated (and placed!) in the International Toboggan Championships at the Camden Snow Bowl. On the academic side of things, I've noticed a deeper focus when it comes to homework assignments and class discussion. It's been exciting to watch students begin to carve out, develop, and really hone in on their Personal Passages Projects and post-graduation plans. While our community has been met with some challenges and changes in recent months, we've stuck closely together, holding tightly to and believing deeply in restorative practices, particularly restorative circles, where students continue to thrive, evolve, and express themselves with honesty, insight, and profound personal strength.

It's been a pleasure to witness AB's continued growth this quarter. He's a model student in the classroom—consistently engaging with the work at hand, embodying respect, expressing curiosity and enthusiasm; he's really opened up to his peers and community as a whole; he's working hard at his Career Exploration at The Village Store; he remains present, deeply honest, and wise in weekly circles. I've seen AB working through moments of frustration and impatience with grace and ownership. I see him making a clear effort to turn in assignments both consistently and thoroughly. I see him so often taking the higher road. AB is a wonderful representative on his community both on and off campus. I very much look forward to witnessing his continued growth in the coming months.

#### Academics

In Diversity, Film, and Peace Studies, we've discussed gender and sexuality, and explored how culture and media affect these aspects of identity. This included a collage project that expressed individual ideas about what it means to be a man and what it means to be a woman. We discussed stereotypical male and female identity constructions and examined the way in which we've personally experienced them. Students created individual broadsides—a blend of image and narrative—that captured memories of men crying. Students shared their pieces with bravery and we discussed how these moments challenged or reinforced notions of masculinity. I was blown away by the work each student produced. I was even more moved when the group requested to complete the same assignment again, this time to explore women crying. This led to some fascinating discussion about differences between male and female experience. In preparation for Martin Luther King Jr. Day, we dove into a mini unit that centered on the civil rights movement and race. We used the film, Freedom Riders, as our primary text to examine and compare race relations then and now. We traveled to Bates College to participate in their annual MLK Day conference and celebration. Our students heard an inspiring keynote address, saw a play performed by incarcerated teens that explored important questions regarding the impact of systemic racism, and listened to Bates community members share excerpted original texts by MLK. We'll build off of our foundational knowledge from this mini unit in the spring when we continue to examine race, privilege, and systems of inequalities.

AB continues to exhibit a consistent level of engagement in Diversity, Film, and Peace Studies. I deeply appreciate his participation when it comes to conversation. AB isn't afraid to question or challenge his peers; he speaks bravely and proudly. I appreciate his ability engage in respectful, passionate debate. AB struggled a bit to understand and accept some of the ideas and opinions shared during our gender unit. However, the broadside project seemed to speak to AB and allow him to better understand some new perspectives. AB demonstrated gratitude and engagement during MLK Day at Bates. He expressed deep appreciation for the exposure to MLK's history and legacy. I very much appreciate both AB's perspective and his willingness to share his story with his peers.

We recently wrapped up our creative nonfiction unit in Writing. We examined examples of the personal essay, lyric essay, memoir, and blends of all three. At the heart of this unit we tackled the college essay. Students were encouraged to think outside of the box, channel their creativity, and utilize their new understanding of nonfiction to infuse their college essay with fresh language, surprise, authentic voice, and detail, detail. We practiced the art of revision—a lesson that some found quite tedious and exhausting—by completing three total drafts. When all was said and done, each student composed a solid, wildly unique, brave narrative. We just transitioned into our poetry unit where we've begun to closely examine "the line," the thing that separates poetry from prose, the tool that creates tension and wonder. I very much look forward to exploring this art further in the coming weeks.

AB continues to work diligently on his writing. It's been quite exciting to watch AB's writing skills develop over the last couple of months. He's writing more, he's open to feedback, and he embraced the revision process while developing his college essay. AB's built his essay around his love of engineering, his love of taking things apart—the essay incorporated humor, detail, and some lovely scene work. While www still has some significant technical skills to work on, I appreciate the sentiment and big picture he expresses on the page.

ASL has focused on the use of visual gestures and expanding vocabulary related to cooking this quarter. This new vocabulary will lead to recording ASL student cooking shows. Students will write their own scripts, set up props, and establish costumes that exhibit the type of chef they choose to embody ("angry," "tired," etc.). Natalie is very much looking forward to the creation and filming of these pieces. She hopes that this visual exercise will encourage students to step outside of their comfort zones.

Natalic reports that AB remains attentive and respectful in class. He's showing an interest for the assignments and practicing his skills in class. AB is progressing well with the cooking show assignment—he seems to be having fun making the show his own by experimenting with gestures. Natalie appreciates AB's present and engagement in class.

In the past quarter in Ecology there's been a focus on both forest ecology and marine ecology. In our look at the oceans we spent a lot of time focusing on the Gulf of Maine and global warming. Because the Gulf of Maine is warming faster than any other area in the ocean, and because so many people's livelihoods depend on it, we were able to examine how potential warming might affect fishing stocks, as well as overall ocean health. In our examination of the forest, we spent time looking at winter ecology and how animals and plants survive and alter their habits in the winter. We also related this discussion to global warming, our unusually warm winter this year, and the changes that is having on animal behavior.

Alex reports that AB is doing very well in Ecology. He is consistent with his homework, demonstrates effort, and is fairly attentive and participatory in class. Although AB struggles occasionally with vocabulary and technical writing skills, Alex sees this as a minor issue. He very much appreciates AB's input and thoughtful remarks during discussions, as well as his level-headedness.

In Creative Arts this quarter, Kate Beever, a music therapist working with 317 Main, taught percussion basics that incorporated call-and-response vocalization and laying the groundwork for freestyle and written lyrics. Kate taught students how to express emotions, identities and ideas through music. Students took turns leading the group. At the end of the course, each student learned a number of rhythms and musical styles, performed those rhythms individually and within an ensemble, and facilitated a drum circle. Students traveled to 317 Main at the end of January

and presented their learned skills and mentored newcomers who joined the drum circle. Crystal was very pleased with this partnership and looks forward to all that is ahead in the coming quarter.

Crystal reports that AB was a very motivating, talented addition to our seven week course on drumming—he brought with him skills from his past and was able to incorporate them in a meaningful way with the group. AB excelled in drumming and Crystal hopes he continues to express himself in this profound, musical fashion. She would like to see AB work on owning his abilities and proudly sharing them with others.

In Literature this quarter, we finished Sherman Alexie's Novel, *The Absolutely True Diary of a Part-Time Indian*. Throughout this process, the students continued to keep track of vocabulary and turn in weekly written responses to the text. I was floored and overjoyed by the amount of enthusiasm and engagement the group exhibited on a weekly basis. Discussions about the book and its main themes, up until the last pages, were rich and challenging. Having finished a seminar-style semester of group reading, we're now using class time to work on individual reading assignments. Students each chose a work of literature they'd like to spend the coming months reading and exploring, and we've been using in-class sessions as opportunities to read in a structured way and out of class assignments to reflect on the reading.

AB remained very engaged in Literature while we worked to finish Alexie's novel. He seemed both moved and entertained by the text. AB is reading *Into the Wild* by John Krakaur for his independent reading assignment. He seems to be enjoying the text. AB appreciates the world of non-fiction, "real stories" as he says. I appreciate AB's interest in expanding his vocabulary—you'll often find him circling words and carting around a dictionary.

Radical Math, which often relates to concepts we're exploring in Diversity, Film, and Peace Studies, has been more focused on individual learning plans this quarter, particularly as some students prepare to take the SAT. We continue to integrate IXL, an online math program that meets students at their level and helps them develop new skills to move forward. Students work in small groups with tutor support. As we begin our immigration unit in Diversity, Film, and Peace Studies (in preparation for our trip to New York City), we'll begin examining statistics as a group further.

AB continues to excel in math. He remains focused and hungry to learn new concepts and advance his skill set. He consistently turns in assignments and remains engaged in class. He's established a strong relationship with Rick, one of our tutors, and works diligently each week with one other student. Most recently they've been working on SAT preparation. I admire AB's determination and commitment to this task as its most definitely not an easy one. I see AB working to truly learn and absorb the material, even when its challenging. AB remains patient and passionate in this class.

In health class students have discussed a wide variety of topics—to name a few: gender fluidity, love, sexually transmitted infections, good break-up protocol, healthy relationships, consent, and more recently, reproduction and anatomy. Class discussions have been increasingly more focused on the topic and students are feeling more driven to learn about relationships, their bodies, and how their bodies work.

Dana reports that she can always count on AB to contribute and actively listen in Health Class. She sees him absorbing all that is being said. When sharing his thoughts and opinions in class, he

remains respectful and open. Not only that, but he appreciates the topics others bring to the class and says so. He consistently turns in homework. Dana encourages AB to keep up the good work!

For mentoring credit, we've been collaborating with Tree Street Youth Center in Lewiston, Maine, an afterschool program grounded in academics, art, and athletics. Our students work on a number of initiatives, from music workshops to traditional tutoring to play-based learning. We're extremely excited to be connecting with this diverse and dynamic community. Our partnership continues to grow and it's exciting to see our students dive right into the work each week.

It's been exciting to watch AB find his place at Tree Street. Rather than giving into the urge to float or hang out with friends, AB's shown a commitment to leading weekly art projects. At first he seemed to rely heavily on Crystal to help him organize the plan but now seems to embrace more of a leadership role. I've seen him challenge himself to work though moments of frustration—AB admits that working with younger students is a challenge; I've seen him really let his guard down and have fun. I appreciate his passion and learned patience in this often unpredictable space. I see AB growing and embracing the opportunity to engage with this work.

Over the past two months we have continued to utilize the text *Changing Lenses* in Social Justice. We spent the initial weeks on the "Retributive Justice" chapter which introduced the students to the "punishment paradigm" and its shortcomings. We followed our discussions on "retribution" with three weeks of exploring the rights that each student needs to know in relation to their contact with law enforcement. Our discussions were aided with material provided by the Maine Chapter of the American Civil Liberties Union. We are now viewing and examining *Making a Murderer*, a ten-part documentary that focuses on a murder that took place in rural Wisconsin over ten years ago. The students are learning about the injustices that can occur when individual rights are violated.

AB is a pleasure to have in Social Justice. He's consistently engaged, on top of his homework assignments, and always respectful. He often contributes to discussion and seems to listen deeply when engaged in conversation. AB is very much enjoying our exploration of *Making a Murderer*—he's nearly on the edge of his seat each class as we unpack this shocking story episode by episode.

### Personal Passage Project

Student have identified Personal Passage Projects that they will develop this semester and present before graduation at the end of the year. These projects provide students with an opportunity to learn about themselves and to focus on a personal goal, challenge, or fear that they want to address in their final months at school. They will work with a Passage Project mentor on staff to complete the projects and to get advice. I'm very excited about each of these projects and equally excited to see where they ultimately lead. In four short months, we'll see their final presentations!

AB is building his Personal Passage Project around his own personal gratitude and his commitment to helping those in need. His project focuses on homeless populations and intends to debunk many myths and assumptions about these communities. AB is working with Kay, our sewing teacher, to make as many quilts as he can in the next few months. He plans to personally distribute these quilts around the Lewiston area (where AB lived before coming to Wayfinder). I admire AB's passion and commitment to this project and very much look forward to seeing it come to life.

Career Exploration

AB has become a solid worker at The Village Store. The only complaint from his boss is that we don't let AB work more often! AB is clearly valued and appreciated in this space. AB appreciates that this Career Exploration placement allows for ample exposure to the English language. In addition, he appreciates the high paced nature of the work. AB has a tendency to find the good in things and goes to work ready to embrace the opportunity for conversation and learning.

### Residential Living

As I mentioned earlier, we've remained active despite the cold, but are also enjoying the indoor activities as well. The group soared and bounced at Get Air, an indoor trampoline park in Portland. They've been sledding, hiking, and utilizing our nearly three-hundred acre campus. The students also sang carols for elders at Gray Manor, and exchanged homemade and extremely thoughtful Secret Santa gifts at our pre-vacation celebration dinner. In addition to all of these events and activities, the groups continue to participate in chores, cooking and culinary projects, and our weekly community circles. While the past couple of months have tested and challenged all of us, we continue to learn how to live together, and I've been happy to see more cohesion and kindness within the peer group.

AB is a true leader within his community. He has a wisdom that translates and has earned him the respect of his peers. He has the ability to see the big picture. AB stays on top of his chores, keeps his room clean, and helps do extra when asked. That said, there are other students that help out more frequently to keep the house functioning without even being asked. When it comes to our weekly residential circles, AB again is a leader when expressing his feelings and logic. He contributes honest, wise, and powerful feedback. I very much admire his belief in forgiveness. He continues to move forward and is more patient, open, and invested every day. AB is a joy to have in the house. I'm beyond excited to witness his continued evolution at Wayfinder.

#### Conclusion

The last few months have been quite a whirlwind, and it's nice to see the students charging ahead and demonstrating immense growth. We are working hard as a unit to live together collaboratively. I very much look forward to all that is ahead.

2. Transcripts

OFFICIAL TRANSCRIPT. TRANSCRIPT TEMPLATE

# RESIDENTIAL PROGRAM, NEW GLOUCESTER CAMPUS, TERM 78

TOTAL CREDITS EARNED	4	2	2	1	1		2	1		1	1	1	
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Name of Student: COMPLETED COURSEWORK	CAREER EXPLORATION OPPORTUNITY:	ECOLOGY LAB + LECTURE	RADICAL MATH + INDIVIDUALIZED MATH:	LITERATURE	WRITING	MENTORING + SERVICE LEARNING	CREATIVE ARTS	DIVERSITY, FILM, and PEACE STUDIES	SOCIAL JUSTICE	AMERICAN SIGN LANGUAGE	REAL LIFE SKILLS:	HEALTH: Self Image & Sex Education	

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WELLNESS: Physically Active Education	RESIDENTIAL LIVING SKILLS:	Chores, Policies, Relationships, and Restorative Practices	Culinary Arts	Experiential Learning Expeditions	PERSONAL PASSAGE PROJECT	TOTAL CREDITS EARNED

4. We also solicit student feedback in variety of ways (see year end surveys), including the sample ASL Program Evaluation form below:

### PROGRAM EVALUATION

Please evaluate your ASL experience using the following questions as a guide. We will use this information for improving and adjusting our offerings next year:

Favorite moments or things you particularly liked doing, studying, or learning -PLEASE BE SPECIFIC!

The family unit was fun in my opinion, even though I had to rush out of class to remake my presentation. But overall, I liked the entire year. ASL was never a particularly boring class since we did a lot and you absolutely had to pay attention otherwise you would be totally lost. Making the cooking shows was very fun, and learning how to describe people was definitely fun and engaging. Also the game we played at the end of class was wonderful, and proved how much I myself had learned.

Suggestions or things that could be improved next year (what would you like to do more/less of? What should change? What didn't work for you?):

Personally, I don't think that the New York vocabulary was particularly relevant since we didn't really sign at all during that entire week, so perhaps spending another week on that? I actually thought that the schedule was pretty good and well-spaced and the units were interesting, so I can't think of much that should change. Maybe open every class with doing the alphabet because of people who came in later in the year and had a harder time learning about it.

### What were some things you learned?

I was lucky enough to start the year off with already knowing a little sign language. I knew the alphabet and a few other signs (i.e. spaghetti, cheese, meatball, etc.). This class put me in a different element, but not in a bad way. I quite enjoyed all of it. I learned how to say family, and how to name and talk about every one of them individually. I learned how to explain many things, including how to make a meal, and eventually how to describe a person and their personalities. I learned a small amount of slang, like "pizza" and a couple of other signs. I can tell someone the time, I can tell them if it's morning, day, afternoon, evening, or night. I can tell someone where I'm going, and I can name myself. I have learned so much from sign language this year, and am very glad that this was our foreign language credit.

### College & Career Ready

Students begin working on their post-graduation plans almost from the start of the school year. See planning form below.

### **Post-Graduation Plan**

Name:
Date:
As of right now I've:
Completed the FAFSA (check on)
Yes
Still need to update with 2015 tax information
No
Submitted college applications
Yes
In the process
No
List the schools and the date(s) you applied/plan to apply
Applied for scholarships
Yes
In the process
No
List the specific scholarship(s) and the date(s) you applied/plan to apply
Summer The day after I graduate I will live Where?

With v	who:
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will you need to pay rent? It so, what is the estimated monthly cost?
Create a <b>realistic</b> monthly budget for yourself:
Rent:
Utilities (electric, gas, heat, water, cable, cell phone, etc.):
Health Insurance:
Car/car insurance:
Groceries/food:
Clothing:
Shopping:
Entertainment:
Miscellaneous (use the space below to create your own categories):
Total monthly expenses:
Now think about <b>income</b> . How much are you going to have to make each month in order afford this
lifestyle? <b>Remember</b> , you want to make at least a bit more than your budget in case you have any emergency expenses (doctor's visit, car breaks down, etc.).
For example
Say your monthly expenses total \$1,400, consider adding a buffer of at least \$100 for emergencies
Now take that number (\$1,500) and divide it by 4
→ This will give you an estimate of the weekly income you'd need to bring in (\$375) Now divide that by 40 (you'd typically work a 40 hour week if you're full-time) (\$9.36)
Factor in taxes being taken out of each paycheck and bump that hourly wage to at least \$11/hr.
No matter what your monthly expenses break down to, everyone should aim for \$11/hr
Estimated monthly income:
Estimated weekly income:
Estimated hourly nav

Name five ideas for summer employment:
1.
2.
3.
4.
5.
Would each job cover your monthly expenses? If not, how would supplement this income in order to pay for all of your expenses and still have money left over for emergencies?
Out of all of the jobs you listed, which one are you most excited about and why? Which one feels like the most realistic option? Name your next steps towards securing a job (final draft of resume, contacting company, finding references, etc.):
1.
2.
3.
When you picture this summer, what are you doing? Who are you with? What is most important to you? What is your dream for the near future?
Summer Goals (be as specific as possible):
1.
2.
3.
4.

Goal plans are reviewed during weekly assessment meetings. Career exploration placements are based on each student's career interests and goals. Students who are college bound receive assistance in identifying target schools, registering for SAT preparation classes, researching and applying for available

scholarships, and completing FAFSA applications. All students participate in college campus tours throughout the year, and all students learn how to write college essays. Beginning in 2015, a partnership was established with Thomas College allowing Residential students the opportunity to receive dual enrollment credits in Math and Public Speaking classes taught by Wayfinder teachers. Please see 2010-16 Wayfinder college acceptance list.

Additionally, all students participate in career explorations, which involves learning how to write resumes and complete applications, as well as participating in mock interviews. All students hold apprenticeships throughout the year, and learn workplace skills like professionalism, punctuality and follow-through on assigned tasks. Please see worksite supervisor evaluation forms below

## Career Exploration: Time Sheet & Weekly Evaluation

To be completed by Career Exploration site supervisor and submitted to the Residential Campus Director at the end of each week. Name of Student:

Name of Site Supervisor:

Hours Worked					Total weekly hours:	
Date Ho					Total	
Day	Monday	Tuesday	Wednesday	Thursday		

On a scale of 0-5 (with 5 being best), please rank the student's performance this week in the following areas:

- Was reliable and trustworthy
- Fulfilled weekly work hour expectations
  - Dressed appropriately
- Communicated in a professional manner
  - Maintained a respectful attitude
- Demonstrated effort and engagement on a daily basis
- Followed the norms and expectations of the work place

Went above and beyond expectations

Additional feedback, comments, or concerns:

On a scale of 0-5 (with 5 being best), please rank the student's overall performance this week at your Career Exploration site:

Signature of Career Exploration Site Supervisor

Date

### Career Exploration Tracking Sheet (2016-2017/Term 79)

Career Exploration Site(s): Start and End Date of Enrollment:	Name of student:
Start and End Date of Enrollment:	Career Exploration Site(s):
	Start and End Date of Enrollment:

Please cross out all days that the student is not required to work

W= day of work completed

X = did not complete a required day of work / unexcused absence

E = excused absence

S = sick day 0 0 0 0 0

SEPTEMBER  1 2 3 4 5 6 7 8 9 10 11 12 13  14 15 16 17 18 19 20 21 22 23  24 25 26 27 28 29 30	
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15 16 17 18 19 20 21 22 23 25 26 27 28 29 30	
25 26 27 28 29	
Total number: workdays required: workdays completed: unexcused absences: excused absences:	

# Career Exploration Site Supervisor Mid-Term & Year End Evaluation Form

Dear Career Exploration Site Supervisor,

work experience while attending Wayfinder Schools. We sincerely hope that your experience as a site supervisor has been rewarding Once again, thank you so much for providing this invaluable opportunity for one of our students to gain some actual hands-on for you and your organization.

overall performance up to this point of the Wayfinder student who has been involved with your organization through our Career Exploration program. Please base your responses below on the overall time you that you have currently spent observing this student in your workplace. As part of our assessment and review process, we ask that you complete the following mid-term evaluation form regarding the We also ask that you take some time to evaluate your own experience as a Career Exploration site supervisor thus far.

performance in the following areas:	0								t overall performance at your Career Exploration site:
On a scale of 0-5 (with 5 being best), please rank the student's overall performance in the following areas:	Was reliable and trustworthy	Fulfilled weekly work hour expectations	Dressed appropriately	Communicated in a professional manner	Maintained a respectful attitude	Demonstrated effort and engagement on a daily basis	Followed the norms and expectations of the work place	Went above and beyond expectations	On a scale of 0-5 (with 5 being best), please rank the student's current overall performance at your Career Exploration site:

On a scale of 0-5 (with 5 being best), please rank your overall experience as a Career Exploration site supervisor working in collaboration with

Please feel free to use the space provided to offer any additional feedback:

Wayfinder Schools.

Please feel free to use the space provided to offer any additional feedback:

Date: Signature of Site Supervisor: Since 2010, more than 80% of WA's Residential graduates have pursued post-secondary education and technical training programs, and more than 90% have secured employment within six weeks of graduation. Additionally, more than 95% have reported increased confidence and community connection, increased practical life skills like cooking and budgeting, and increased job skills and work readiness. Please see student feedback form included in the Appendices.

In addition to joining Job Corps and the U.S. Marine Corps, 2016 graduates were accepted to UMM, SMCC, CMCC and WCCC. A complete list of college acceptances between 2010 and 2016 is included below.

### College Acceptances 2010-2016

- Burlington College
- Central Maine Community College
- College of The Atlantic
- Colgate College
- Dean College
- Earlham College
- Eastern Maine Community College
- Emerson College
- Evergreen College
- Kaplan University
- Maine College of Art
- Maine Maritime Academy
- Manchester Community College
- Nichols College
- Southern Maine Community College
- Unity College
- University of Maine
- University of Maine at Augusta
- University of Maine at Farmington
- University of Maine at Fort Kent
- University of Maine at Machias
- University of Maine at Presque Isle
- University of New England
- University of Southern Maine
- Warren Wilson College
- Washington County Community College

### Comparison of Wayfinder Schools Residential and Passages Tracks

HE MARTINE	RESIDENTIABLERAÇIK	PASSAGES TRACK
Population(s) Served	Teenagers (16-20 years old) from across the state who are at high risk of high school non-completion and/or seeking an alternative educational setting who work through a nine-month intensive residential program to earn a state approved high school diploma.	Pregnant and Parenting Teens ages 14 to 20, currently living in Androscoggin, Cumberland, Lincoln, Knox, Sagadahoc, Waldo, Washington and York Counties. With plans to grow statewide as the funding and need allow. Through one on one instruction in academic, parenting and life skills, any young parent is eligible. Instruction occurs in student homes or other appropriate community settings where students live.
Community Served	Communities throughout the state on the New Gloucester campus. Physical address of Residential Program: 215 Gloucester Hill Road,	Current capacity is Androscoggin, Cumberland, Lincoln, Knox, Sagadahoc, Waldo, Washington and York
CO II OT I C	New Gloucester, Maine 04260	Counties.
Challenges/Needs of	WA's Residential Program serves	Nationally only 40% of
the Populations Served	students at-risk of high school non-	adolescent girls who become
	completion. This includes youth living in conditions of poverty, those with insecure housing, those who have faced adverse childhood experiences, those who have been placed in state custody of care, and those who have struggled in traditional school settings due to learning differences, bullying, harassment and other factors that commonly lead to dropout. In 2016, 53% of the residential graduating class of Wayfinder Schools had experienced homelessness and 100% were eligible for free and reduced lunch.  Additionally, in 2016, 38% of Wayfinder Schools Residential Student graduates (prototype of Wayfinder Academy) were racial or ethnic minorities and 15% were refugees.	pregnant and parenting before age 18 complete high school. Young fathers often leave school to help support their families. Challenges include: insecure housing, no childcare, and lack of transportation (private and public). A high percentage of teen parents have experienced childhood trauma, live in poverty, struggle with mental health and substance use issues, move often, and had years of disrupted or spotty attendance in school, family members who did not complete high school, familial attitudes that do not support completing school, domestic violence, receive public assistance, food insecurity, homelessness and/or receive public assistance.
<b>Educational Setting</b>	Residential: 321-acre campus sitting at	To remove the many barriers
	the top of Gloucester Hill Road in New Gloucester, Maine	young parents experience, we meet them in their homes,

Residential Track teaches through a social justice lens, embraces restorative, strengths-based practices, incorporates interactive, hands-on projects, service-learning, and expeditionary-style methods into curriculum

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Live and learn together for nine months. Staff works collaboratively to ensure that students are supported and graduation requirements are met.

We work collaboratively with school districts and various community/social service agencies to accommodate the varied academic and self-care needs of our students.

provide laptops and internet connection, offer transportation assistance and childcare support. Individual learning plans, one-on one-instruction, small workshops with other young parents and online support is provided. Passages is a 'blended' program incorporating these different components. Teachers work closely with other agencies that are involved with the student: social services, career centers. therapists, lawyers, court systems, foster care, Maine Families, WIC, TANF, CDS, etc.

### Academic Model/Approach

### 24 Total Credits:

Academics (16 credits): Literature; Writing; Radical Math + Individualized Math; Creative Arts; American Sign Language; Ecology Lab + Lecture; Mentoring + Service Learning; Diversity, Film, and Peace Studies; Social Justice.

Residential Living Skills (4 credits): Chores, Policies, Relationships, + Experiential Learning Expeditions; Culinary Arts; Restorative Practices Career Exploration (4 credits): Passages Project

Approach: Individualized learning plans, strength-based instruction, restorative and social justice practices. Caring, passionate teachers that recognize the unique and challenging nature of working with teenagers who typically are struggling in traditional school settings.

### 24 Credits:

Academics: Computer Proficiency, Create Something, Critical Thinking, Health and Nutrition, Math, Reading and Writing, Scientific Method, U.S. Citizenship/History. Parenting: Early Childhood Development, First Aid, Home Safety and Organization, Infant Care, Parenting, Pregnancy. Life Skills: Budgeting, Community Resources and Support, Conflict Resolution, Job Hunting, Self-Care, Sexuality, Shopping, Transportation, Understanding Abuse, Elective. The Passages Project: a selfdirected, student identified experiential project as their senior capstone.

Approach: Individualized learning plans, strength-based instruction, restorative and social justice practices. Caring, passionate teachers that recognize the unique and challenging nature of teaching 2 generations of students with and through the role of parenting.

SAME THEMS HER	RESIDENTIAL TRACK	PASSAGESTRACK
Co-curricular	All subjects provide opportunity for	All subjects provide opportunity
	cross disciplinary approaches.	for cross disciplinary
		approaches.
Other Activities	They are a part of the curriculum and	They are a part of the curriculum
(employment, social	also part of the teacher's responsibility	and also part of the teacher's
services connections,	to ensure when wraparound services are	responsibility to ensure when
etc.)	needed to connect students and services.	wraparound services are needed
		to connect students and services.
Extra-curricular	Students live and work in the	Although mostly home base and
	surrounding community and take	individualized instruction,
1	advantage of the expansive property of	students, either together or just
	the campus, including an exercise room,	with their teacher will augment
	greenhouse, barn, basketball court, and	their regular instruction with
	more. Experiential activities are	outside activities, including,
	performed each weekend at different	visiting galleries, taking walks in
	locations.	the woods, taking children to
		museums, wild life sanctuaries
		and more. Each outing is tied to
		the unique interests and
		suggestions of the student or the teachers' identified outlets for a
		F
Special Student	A good 85% of our students have	particular student's interests.
Populations Populations	educational histories that include	A good 85% of our students have educational histories that include
Topulations	utilization of resource rooms for	utilization of resource rooms for
(How will you work	particular subjects, IEPs in elementary	particular subjects, IEPs in
with students who may	and middle school, designated 504	elementary and middle school,
need or have IEPs?)	eligible, have significant gaps in their	designated 504 eligible, have
	educational history or currently have	significant gaps in their
	IEP's. The majority of IEP's are tied to	educational history or currently
	behavioral issues vs. learning	have IEP's. The majority of
	disabilities. WA's individualized	IEP's are tied to behavioral
	instruction approach often successfully	issues vs. learning disabilities.
	addresses behavioral issues.	WS individualized instruction
		approach often successfully
	When we recognize a significant	addresses behavioral issues.
	learning disability we work with the	
	local schools, as needed to provide,	When we recognize a significant
	additional instruction. The Special	learning disability we work with
	Education Director will assess, plan,	the local schools, as needed to
	develop lesson plans and oversight with	provide, additional instruction.
	the assigned Program teacher to	The Special Education Director
	implement for all IEP students.	will assess, plan, develop lesson
		plans and oversight with the
	In the past, we have worked with Special	assigned Program teacher to
	Education Directors in each of our local	implement for all IEP students.
	school districts (Camden & NG) to	
	connect students with remedial needs	

E PARTITIONS	RESIDENTHATETRACK	PASSAGESTRACK		
	with experienced reading and language			
Assessment	Nine-month proficiency is measured progressively based on pre-term goals/	Assessments Include: ELA and		
(How will you conduct assessment of learning? Models you will use, or will you create your own?)	benchmarks and tracked through a series of weekly, monthly, quarterly and year end evaluations. ACCUPLACER baselines and benchmarks, plus SAT for those with college goals	Math pre and post assessments.  Master of Core Skill Objectives for all 24 Core Skills, Pre and Post student / teacher assessment of each student's participation. ACCUPLACER assessments for graduating students, NWEA and SATs		
School Climate and Discipline  (Any differences between your programs?)	There are few differences between the residential and Passages approaches—in the model, discipline theory, or climate. Residential uses restorative circles to foster communication, in addition to individual interventions with the student(s), staff and others, as appropriate, using Restorative Justice, Relational Education, Positive Youth Development, Non-violent Communication, Strength-based Learning, and Every Student Succeeds Act (ESSA) practices.	There are few differences between the residential and Passages approaches—in the model, discipline theory, or climate. The only difference is in Passages disciplinary actions usually are conducted by individual interventions with the student(s), teacher and Principal using Restorative Justice, Relational Education, Positive Youth Development, Nonviolent Communication, Strength-based Learning, and Every Student Succeeds Act		
School Calendar and Daily Schedule	See Residential Program Calendar & Daily Schedules. The program operates from approximately 7 am to 11 pm each day, including weekends for a ninemonth period.	(ESSA) practices.  The Passages Daily Schedule is created by the teacher for their caseload, taking into account travel time to the homes, where students' live, estimated time needed for each student, workshop schedules and staff meetings		
Staffing  (Include teaching staff, support staff and administrative staff.)	1-Program Director 2- Lead Teachers 1 - Campus Director 1 - Culinary Arts/Life Skills Coordinator 1-Creative Arts Coordinator 1-Garden Coordinator 1-Health Instructor 1- Lead Overnight Coordinator 1 - Overnight Coordinator 1 - Weekend Exploration Lead Staff 2 - Weekend Exploration Support Staff Shared Administrative Staff:	1 Program Director 1 Asst. Director 2 Lead Teachers 7 Teachers Shared Administrative Staff: Principal, Admissions Coordinator, Guidance Counselor, School Nurse, Special Education Director		

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	Principal, Admissions Coordinator,			
	Guidance Counselor, School Nurse,			
	Special Education Director			
Parent & Community	Loved Ones Lunches	Positive parent/guardian		
Involvement		involvement is encouraged throughout a student's		
	Sunday Brunches			
(We may want these to		enrollment. Students 18 or older		
be separate items.)	Wrap-Around Team Meetings (pre-	must give approval to Passage to		
	scheduled & as needed)	involve parents/guardians. Many		
		Passages student live and work		
	Community-Based School Events (i.e.	independently from their		
	Harvest Homecoming Feast & Lantern	parents/guardians and have done		
	Parade, Global Thanksgiving, Wayfinder	so since a young age.		
	Earth Celebration, Community	Community involvement is		
	Appreciation Dinner, etc.)	actively encouraged by		
	Career Exploration Placements	connecting students to		
	Experiential Learning Expeditions	community resources through		
	Volunteer/Service Learning Endeavors	experiential learning		
	Interaction with volunteers (i.e. tutors	opportunities, needed social		
	and mentors)	services for teen parent and their		
	Personal Passage Projects: Mentors to	child, involvement in libraries,		
	guide the process & guests to attend	food pantries, community		
	presentations	gardens, arts opportunities,		
	Circles (on occasion)	career exploration involvement,		
	Clinical Support Services	music, galleries and museums,		
	Special Education Services	historical sites, outdoor		
	Adult Education Services	activities, local playgrounds,		
	Local businesses, YMCAs, food	parent groups and more.		
	markets, libraries, etc.			

### A.3 Special Student Populations

Wayfinder Academy will, in accordance with the Special Education Program Approval Rubric, implement the following guides. Please see required Tabs in this section for specific program implementation strategies for:

- Tab 2: Special Education Procedural Safeguards
- Tab 3: Referral/Pre-Referral of Students with Disabilities Policy
- Tab 4: Referral/Pre-Referral Procedures
- Tab 5: Child Find Policy
- Tab 6: Grievance Procedure for Persons with Disabilities Policy
- Tab 7: Notifications of Rights under FERPA.
- 1. Qualification or certification of staff WA will provide the certification, proof of fingerprinting and licensure of all special education staff prior to September 1, 2017.
- 2. Plan of instruction WA will provide DOE a copy of the curriculum that aligns with the system of learning results, a description of assessments; access to general curriculum and to extracurricular activities prior to September 1, 2017.
- 3. Adequacy of Facilities WA will obtain from local code enforcement officers and provide to DOE prior to September 1, 2017, documentation of inspections for:
  - Fire and safety inspection of buildings.
  - Licensed plumbing inspections.
  - Sufficient air changes and temperatures.
  - Testing of drinking water.
- 4. Professional Supervision The special education supervision requirements do not apply to a charter school. WA will hire a Special Education Director with a master's degree prior to the September 1, 2017.
- 5. Teacher/Student Ratios WA student/teacher ratios will average 1 to 10 and at no time be more than 14 students. Final ratios will be provided prior to September 1, 2017.
- 6. Assistive Technology WA will report to DOE any assistive technology services or devices that were provided to students through their IEP by July 1 of each academic year, beginning with 2018.
- 7. Non-Academic Services WA will provide DOE an annual report of the provision of supplementary aids and services determined appropriate and necessary to afford children with disabilities an equal opportunity for participation in those services and activities by July 1 of each academic year, beginning with 2018.
- 8. Individual Education Program WA will provide evidence to DOE that it is using the state required IEP form by September 1, 2017.
- 9. Routine check of hearing aids and external components of surgically implanted medical devices WA will, prior to September 1, 2017, develop a written procedure on the process for documenting that all hearing aids and external components of surgically implanted medical devices are functioning properly.
- 10. Written assurance that the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- 11. Evidence in student files shows that all procedural safeguards required by State (Maine Special Education Regulations, Chapter 101, Section XV) and federal special education laws and

- regulations are established within the unit meetings the requirements of 200.500-536.
- 12. Evidence of procedures used in evaluating of students with disabilities and a list of all staff involved that meet the requirements of 300.300 300.311 of subpart D of this part. MUSER V. 1, 2, 3,4,5,6 VII. 2,3,4.
- 13. Copy of FERPA policies and procedures that complies with Reg. 300-620- 300.626 related to protecting the confidentiality of any personally identified information collected, used, or maintained under Part B of the Act.
- 14. Financial reports will show that federal funds provided to the unit under Part B IDEA will not be commingled with State funds, and a separate accounting system is used that includes an audit trail of expenditures of the Part B funds.

### OVERALL PLAN TO SERVE STUDENTS WITH SPECIAL NEEDS

WA mission of working with students "at risk of non-completion of high school" has been honed by our decades long experience in identifying, planning and executing a course of study that is specifically tied to the individual student, many of which have special needs, in both Residential and Passages. Given our instructional model, each student enters either program with an individual plan that is implemented through one-on-one instruction and small group studies. Historically, approximately 60% of students who attended Wayfinder Schools have come to us with special needs, including but not limited to: learning disabilities, behavioral disabilities, disrupted educational histories because of poverty, substance abuse (personal and within the family), incarceration, early parenting, lack of basic needs, health related illnesses, mental health issues, and many more. We strive to meet their needs to ensure their gifts and abilities are recognized and fostered beyond these significant barriers that made it difficult to remain in regular school.

At the time of admission, a team made up of the parents, student, admissions director, and the specific program director of the program they are applying to, will meet to determine the specific needs of the entering student. At the earliest point of admission, students identified as Special Needs will be directly assigned to the Special Education Director going forward. The Special Education Director will oversee all aspects of the student's IEP, enrollment plans and implementation in *both* programs. The Special Education Director will be a full time position that entails both administrative and instructional responsibilities and oversight for both programs for students identified as Special Needs in accordance with the Maine Special Education Regulations and the federal special education laws.

In Residential, the Special Education Director will work with the Program Director and Teacher on-site to plan the instructional accommodations needed for the student with weekly and monthly reviews as needed. In Passages, the Special Education Director will work with the Program Director and Teacher via on-site and/or online access based on the student's location in the counties served, with monthly updates on progress. Given the small school model of WA, both programs' teachers, program directors and special education director have the ability to seek quick consultation when needed.

WA Students with disabilities will participate in the general education program to the greatest extent possible offered by Wayfinder Academy and as determined by the IEP team. The Wayfinder Academy special education director will support students with disabilities and provide specially designed instruction to be implemented by the general education teacher through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through a web-conferencing tool for both programs. Passages will utilize direct and, when necessary, web conferencing for those students in rural settings to connect special education teacher and general education teacher in real time support to the student and assess progress towards IEP goals. Because of the one-to-one instructional model in Passages, academic services provided through web conferencing could be

presented within a co-taught online classroom or individual session with the special education director providing consultation to the general education teacher. Residential will conduct on-site meetings with the special education director, general education teacher and residential team to assess progress. The Special Education Director will work from the main office at the primary hub: New Gloucester Campus where the Residential program is housed, providing each access for consultation and oversight. In addition, parent education and support can be effectively delivered using web conferencing, when necessary, for both Residential and Passages or direct meetings, when possible, at any of our 3 hubs, or in the case of Passages, a private community office space will be sought through partnering agencies closer to the student's home in one of the current counties served as a key delivery component that removes lack of transportation barriers a student and parent/guardian may face.

Another key component of Wayfinder Academy's approach is recognizing and planning for the additional needs of a student that step outside the norm of the Special Education plan but are crucial to their ability to progress in school. These include, but are not limited to, such supports as seeking community resources for students who experience food insecurity, heat during winter for Passages students, transportation help to get to appointments, and other accommodations offered in both programs. In addition, individualized plans will include accessing case management needs, counseling, Child Development Services for student's children and more. Such accommodations have evolved based on our years of experience working with our students and are cited in extensive research on why students dropout. Clemson University's National Dropout Prevention Center Network cite a study by Doll, Eslami, and Walters (2013) that identifies three types of factors why students drop out, to include; "push", "pull" or "falling out" factors. A student "pushed" out relates to factors within the school environment that lead to their dropping out: missed too many days, cannot keep up with coursework, could not get along with others, did not feel safe are a sample of such reasons. A student "pulled" out relate to factors outside the school that pull them out; teen pregnancy, having to support the family, could not work at the same time, becoming a mother or father, frequent moves, etc. A student who "falls" out relates to both insufficient personal and education support factors such as: did not like school, did not feel they belonged, changed schools and did not like the new school.

Through WA, the Residential and Passages programs analyze ALL of these factors for a student to design a comprehensive individualized plan that meets the whole child's needs to remove all "push, pull or falling out" factors that students have experienced in other school settings in order to improve their academic, personal, social and emotional growth while enrolled at WA

In addition to the team approach to serving students with disabilities, there may be necessary accommodations for instruction and assessment that will ensure students achieve Maine Learning Results. Accommodations will be determined by the IEP team based upon the student's disability and needs both in day-to-day progression through the general education curriculum as well as in the testing environment. Students with special needs, including those with limited English proficiency (see "English Learners (EL)" below), will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act ("IDEA" at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). A free and appropriate education will be provided to such students in accordance with their Individualized Education Programs (IEPs), as required by the IDEA and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent, Americans with Disabilities Amendment Act (ADAA). Wayfinder Academy will not discriminate against any student wanting to enroll in the school. Students with disabilities will be provided services as indicated on the student's Individual Education Program (IEP) and at no time will be discriminated against, but will be provided all the services needed. Any student needing services including EL and/or special education services will be provided services to enhance their education including all needed resources to ensure a high quality education.

### Pre-Referral, Child Find, and Identification

Wayfinder Academy's enrollment application process will help identify individual student needs in special education or gifted education needs. In addition, a careful review of previous school records by WA's special education director will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. Wayfinder Academy's Special Education Director will contact the appropriate public school special education department or community services depending on the program the student is entering. For Residential students, WA will work closely with the New Gloucester School system to coordinate services and transition to WA from the student's sending school. For Passages students, who will remain in their homes, the WA Special Education Director will work with the school district in which the student resides to determine successful transition to the Passages program and possible needs for extended support services within their community of residence.

Wayfinder Academy general education teachers will be provided professional development prior to and during the school year on their *Child Find* responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Throughout the school year, students may participate in various assessments that could show 'at risk' indicators in various academic areas. Teachers will use this data to design targeted interventions for students who may be struggling. Please see **Tab 5** for Wayfinder's Child Find policy.

Since Wayfinder Academy will be enrolling students in communities across the state, posting and public notification within school districts concerning the process for Child Find and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website, in addition to being sent via electronic and/or US postal service mail to all enrolled families.

When screening and/or child find indicates that a student may be eligible for special education services, Wayfinder Academy will seek parental/guardian consent to conduct an evaluation if there is not a current evaluation or identification. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child requires. The evaluation will be completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the child and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members.

Parents/guardians may also request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the Wayfinder Academy Special Education Director. A copy of Parental Rights will be provided to parents/guardians and support provided to ensure they understand the process and their rights during this process. Please see **Tabs 3 and 4** for Referral/Pre-Referral of Students with Disabilities policy and administrative procedures.

Wayfinder Academy will have an active team to ensure the identification, evaluation, determination of eligibility, development/review of each IEP and placement of students with disabilities are completed in a compliant manner. The members of the team may include a psychologist, general education teacher, social worker, special education director, parent/guardian as well as other specialists or school personnel in the areas of various disabilities as required. Service providers, such as school psychologist and social workers will be contracted through licensed agencies providing support to the school and in the district the student resides for Passages or within the Residential program's district.

Once a student is identified as a student with exceptionalities the student will be assigned to the Special Education Director, certified to administer and teach special education. The Special Education Director will consult with the parent/guardian, program director, and/or student as appropriate to discuss academic needs and determine appropriate course placement as well as to discuss all the facets of learning and the supports that are available for qualifying students as well as the delivery model for these supports. This conversation then allows the parent/guardian and student to make an informed decision regarding the appropriateness of enrollment in Wayfinder Academy.

### Development of Individualized Learning Plans

Wayfinder Academy model ensures that each student with a disability is placed in the least restrictive environment (LRE). All identified students with a disability, including those with an existing IEP from another School Administrative Unit (SAU), will have a Wayfinder Academy IEP meeting upon enrollment with the appropriate team members in attendance. This IEP will include a statement of the student's current level of performance and how the student's disability affects his/her ability to progress through the general education curriculum, a statement of measurable goals and a statement of educational services, program modifications and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the Maine Learning Results. Assessment accommodations or alternative instruction procedures will be based on the goals and objectives in the student's IEP. The IEP team will work to provide to students all modified curriculum as stated in the IEP to accommodate the student's needs. Modifications may also include resources both purchased and internally developed to assist each student's needs. In Passages, the IEP will be updated annually as needed or more often if the team determines this to be necessary. The necessity of extended school year services will be discussed by the IEP team and, if the student is found eligible, then appropriate services will be provided by Wayfinder Academy.

If a student has a behavioral need, Wayfinder Academy will administer an Individualized Student Learning plan based on Restorative Practices that aligns with our model for building on Positive Youth Development, Restorative Justice Practices, Relational Education, Non-violent Communication and ESSA (Every Student Succeeds Act) models. All of these approaches have provided a significantly increased level of success for students with behavioral needs, helping them to feel safe, connected and accountable to themselves, their families, peers and school community. Students with special needs will be supported by their assigned Wayfinder Academy general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education director. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP.

### Accommodations

In addition to the team approach to serving students with disabilities, there may be necessary accommodations for instruction and assessment that will ensure students achieve Maine Learning Results. Accommodations will be determined by the IEP team based upon the student's disability and needs both in day-to-day progression through the general education curriculum as well as in the testing environment.

As required, Wayfinder Academy will work to accommodate students with all disabilities who are using web-based courses in a distance learning setting. Assistive technology is provided to students based on the recommendation of the IEP team and appropriate evaluation in order for students to have access to online and print materials. Technologies may include screen reader software, screen magnifiers, speech to text devices, word prediction software, audio books or other more traditional technologies and supports such as a calculator, graphic organizer or math fact table.

Wayfinder Academy will offer necessary accommodations by procuring the agreed-upon technology and other services to aid these students in navigating through their courses.

### **Supervision and Compliancy**

Oversight and compliance monitoring will be conducted through detailed student progress and achievement reports via on-site and online means, when working with Passages students. The general education curriculum and IEP goals will be assessed through work sample collection, synchronous instruction and assessment, and assessment data collected with file review and monitoring of timelines and processes by the Special Education Director.

To determine the school's effectiveness in serving students with exceptional needs the following measurements will be taken:

- Timelines related to provision of IEP services and provision of evaluation/reevaluations will be tracked
- Student achievement on State & district test scores; curriculum-based assessments; and IEP Goals Mastery will be tracked and analyzed for growth and/or additional accommodations
- Annual surveys take of students, parent/guardians and teachers will be conducted

### General Education Interventions and Procedural Safeguards

The parent of a child receiving general education interventions may request the school to conduct a full individual evaluation for possible special education eligibility determination at any time during the school's established general education intervention process. Special education due process procedures may not be used to address parental concerns regarding the successful implementation of these general education interventions, and the failure to use general education interventions may not be used in special education due process proceedings to establish the school has failed to meet its child find or referral obligations.

Parents have the right to be fully informed and involved in the process and have full access to all school records under the applicable state and federal laws and regulations. Involvement of parents in all phases of the student targeted general education interventions underscores the parents' role and responsibility in the decision-making process affecting the student's education. Please see **Tab 2** for Special Education Procedural Safeguards.

### Four Steps to Targeted General Education Interventions

- 1. Referral: Anyone, school staff, student's friend, and a family member or community member may refer a student when the student's education or behavior becomes a concern. Students may refer themselves for assistance to the team.
- 2. Team Planning: The team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected for the parent/guardian. The team meets with the parent/guardian and the student, when appropriate, to discuss the data collected. Together, they develop an action plan including strategies for removing the learning barriers and promoting the student's academic and personal success. This plan may include in-school and /or community—based services and activities.
- 3. Interventions and Recommendations: The plan is put into action along with all the assessments and timelines for implementation including follow-up. The team will also assign responsibilities for oversight, linking the student to in-school and /or community based services and activities.
- 4. Support and Follow-up: the team continues to work with, and support the students and families. Follow-up includes monitoring and motivating for academic success. The timelines for implementation will be reviewed and established.

### Promoting Graduation for Students with Special Needs

All students will have an Individualized Learning Plan (ILP) that will map a student's high school career. In addition, students with disabilities have a transition plan in their IEP's that address their future needs – this may include career planning, independent living and more. Each plan – the ILP and the transition plan in the IEP both have strong connections to the course work necessary for a student to graduate.

### Parent/Guardian Communication

Parents/guardians will receive a copy of their student's progress toward completion of IEP goals on a quarterly basis via electronic means or US Postal Service. General education and the special education director will maintain constant communication with parents/guardians through phone calls, email, and online meetings to support each student's educational success.

If parents/guardians of students with disabilities or students with disabilities, for any reason have grievances, Wayfinder Academy has developed a grievance policy and procedures for persons with disabilities. This policy is outlined in **Tab 6.** Additionally, the Family Educational Rights and Privacy Act ("FERPA") provides certain rights to parents/guardians and eligible students (18 years of age or older) with respect to the student's education records, as outlined in **Tab 7.** 

### Staffing and Related Service Providers

Wayfinder Academy will employ highly qualified education teachers to maintain appropriate student/teacher ratios based on Maine regulations and student needs to provide special education services. The Special Education Director will provide the support, oversight and instructional framework for the teachers.

Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contracts with the student's district of residence or a private agency/provider. Wayfinder Academy will ensure that all individuals contracted or in employment with the school have appropriate licensure to provide the assigned services and background checks are completed prior to beginning direct service with Wayfinder Academy students.

Related services may be delivered virtually or face-to-face either at the provider's place of business, a neutral location such as a local library or community center or, in special circumstances, the student's home. The parent/guardian may provide transportation to a contracted provider within a reasonable distance of their home. Reimbursement will be provided to the family for mileage. In the case of Passages students without transportation means, their teacher may provide transportation as approved. Contracted services, when needed, are selected to service all students with related service needs. All contracted service providers will have appropriate licensure and pass all background checks prior to services being provided to students.

### Examples of related services:

- Mobility Training
- Assistive Technology Evaluations
- Counseling Services
- Psychological Services
- Speech and Language Services
- Occupational Therapy
- Physical Therapy
- Transportation (when required)
- Interpreter services for the deaf or hard of hearing
- Braille Instruction
- Other

### LEAST RESTRICTIVE ENVIRONMENT

Wayfinder Academy will ensure that each student with a disability is placed in the least restrictive environment (LRE). Students with special needs will be supported by their assigned regular education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP.

### **ENGLISH LANGUAGE LEARNERS**

During the Wayfinder Academy enrollment process, all families will answer a series of questions as a first effort for Child Find including the Home Language Survey (HLS) questions. Any positive responses will be routed to the Program Directors for further investigation. These same questions will be verbally asked again of the parent/legal guardian by the admissions coordinator. Finally, these same questions will be asked after approved enrollment by the general education teacher. All parties asking these questions will be provided professional development on EL indicators and their obligation. Additionally, school records will be requested from the sending district and will be reviewed for EL indicators.

Students with positive responses to any of the HLS questions will be referred to the Program Director(s) who will talk with the family to determine if services were previously received, current language needs of student, review prior school records, including any previous ESL evaluations, program plans and anything additional that may assist the school to determine next steps needed in the assessment and placement of the student. If deemed appropriate based on positive responses to the HLS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop an appropriate EL Plan. Depending on the location of the enrolled student (Residential or Passages) and, if Passages, the county where they reside, an EL Plan will be developed utilizing services in their area. When such services are NOT available, the EL Plan will include using online programs in coordination with the student's one-to-one teacher.

### Assessment and Screening for EL Services

Students who may qualify for EL services are assessed in the four domains of listening, speaking, reading, and writing through a standardized assessment to determine their level of English proficiency. Students who have not attained a Composite Level of 6 on the ACCESS for ELLs annual assessment, or any newly-enrolled student who has been administered the ACCESS for ELLS by another Maine SAU and who has not attained a Composite Level 6 score on the assessment are eligible for services and will

participate in the annual language proficiency test. If the assessment determines that the student qualifies for EL services, parent notification and acceptance of services will be provided to the parent/legal guardian prior to implementing services. The Special Education Director, in coordination with the student's teacher will serve as the school's EL coordinator and will determine current levels and continued participation in the EL program. Students who meet exit criteria will continue to be tracked throughout their enrollment in either program.

### Support Services for EL Students

The Wayfinder Academy's curriculum has the flexibility to address each student's needs. If a student who is significantly below grade level in math or English language arts, the student's teacher begins at whatever level the student tested at and proceeds. Because of the one to one instructional model, there is no need to reassign, separate or redistribute the student to a specialized or more restrictive classroom. Assistive technology can be used when necessary to read/highlight/define unknown online print material that supports direct instruction by their teacher. The teacher has the luxury of evaluating directly with the student their growth, assistive needs or adjustments to allow for consistent mastery towards grade level. Audio text is also available when the team deems it is appropriate for the individual student.

In most cases, the Wayfinder Academy curriculum with its mastery learning, self-pacing, and attention to vocabulary and grammar as well as subject content, will be the primary program for entering EL students. Supplemental resources and lessons in grammar, writing and/or speaking, will be provided to individuals and small groups depending on circumstance and targeted need. Listening, speaking, writing and reading, are cumulative and integrated in language development. Wayfinder Academy does provide instruction with a content base. This type of instruction has at its core, sequential and rigorous English skill development coupled with subject area knowledge generation, application and reinforcement. Content is important for all students. Learning necessary content and skills is required so that students don't fall below the progress of their peers. Students will work with their teachers to create thematic-based units relevant to their interests to increase or decrease the pace of instruction and learning based on their needs.

### Professional Development for School Staff on EL Best Practices

Annual professional development is provided to all staff in the area of EL techniques with special consideration given to teachers with the most ELL students and needs. This will change and evolve as Passages grows and more ELL needs are identified in new catchment areas. Important ESL strategies, for accessing prior knowledge and the use of more visual, hands-on media, and technology materials will be researched and applied to help mainstream ELL students at WA. All staff at Wayfinder Academy will be provided professional development on the method of support for ESL students. This model will assist in lesson planning and implementation to allow access for the ESL student to grade level standards.

### **Attitudes Towards Diverse Cultures**

Wayfinder Academy emphasizes the theme of respect, accountability for one's own actions and living in community with others as core values for all members of the school community. Students understand and are able to explain the value of our country's vibrant diversity and common civic heritage. Historically, WA has worked with student from many cultural backgrounds including refugees from the African nations of Somalia, Nigeria, and the Congo; Passamaquoddy, Micmac and Penobscot Native American communities, Hispanic and African Americans. We instill in ALL our students the importance of being open and curious to learn with and from each other leading to a richer more inclusive and respectful view of our worlds and communities.

### **Home to School Connections**

The involvement of the EL students' families in students' educational goals is equivalent to that of mainstream students. Parents may attend live and recorded training sessions geared to topics that have direct impact on the academic achievement of their child.

### SUPPORTS FOR STUDENTS PERFORMING BELOW GRADE LEVEL

Students performing below grade level will be identified using various methods including, transcripts from previous schools, NWEA MAP assessments, prior scores on state required assessments, and school-based assessments. Wayfinder Academy's Individualized Learning Plan (ILP) and one-on-one instruction ensures ongoing and customized planning that fits the student's demonstrated strengths, weaknesses, learning styles and aptitudes. All students, who are entering the School below grade level, will have a comprehensive plan with strategies to bring the student to grade level or make exceptional gains.

Interventions will be assessed on an individual level by the student's teacher. Students performing below grade level will have their instruction align with where they are at offering measured progress built on prior knowledge for better retention. Each teacher will continuously monitor student progress. Wayfinder Academy's general educational interventions will use a systemic process to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including, but not limited to, school teachers, administrators, community agencies, and may include mental health agency members and parents. The team will be trained to identify concerns to determine the appropriate needs of the students to achieve the success needed for instruction and promotion and graduation requirements.

Wayfinder Academy uses a Multi-Tiered System of Supports (MTSS) that includes problem solving, and positive behavior supports process as described in detail in Section A.2 above. All students will be served appropriately based on their placement within these tiers.

The four phases of targeted general education interventions are outlined in detail in this section (A.3), above, and include:

- 1. Referral
- 2. Team Planning
- 3. Interventions and Recommendations
- 4. Support and Follow-up

### GIFTED AND TALENTED PROGRAMMING

Wayfinder Academy can accommodate gifted and talented and academically advanced students because our model is based on an individualized and self-paced education program for each student. Wayfinder will first identify a gifted student(s) through the Child Find process which includes parent/guardian input, teacher input and a records review. No single characteristic or list should be used solely for the identification of advanced learners, and identification should be considered a repeating process, not a one-time event. In many cases throughout the years of operation at WA, students deemed learning disabled or functioning below grade level by their sending schools, are found to be extremely gifted or talented when working one on one with their teacher in Residential and Passages. Understanding some general characteristics that typify children with enrichable or advanced learner abilities helps teachers identify those who are able to handle more complex material and instructional modalities. Some general characteristics beyond high test scores include:

- Early reader with good comprehension
- Learns basic skills quickly with less practice

- Asks several 'how' and 'why' questions in a single conversation
- Work independently for longer periods of time than peers on one or more topics
- Responds well to teachers, parents, and other adults
- Original thinkers seeking new and unusual associations among seemingly unrelated objects, ideas, or facts
- Thrives in problem situations
- High level of curiosity about objects, ideas, situations, or events
- Expresses opinions and ideas and often exhibits spirited disagreement
- Keen powers of observation and has an eye for important details
- Reads a great deal on their own, preferring text written for older students
- Likes structure, organization, and consistency in their environments
- Displays a questioning attitude and seek information
- Has a large storehouse of information regarding a variety of topics
- Exhibits an intrinsic motivation to learn, find out, or explore
- Has a longer attention and concentration span than their peers on one or more topics.

Students who demonstrate gifted exceptional learning characteristics will be assessed for additional educational needs and options for services. A meeting of the teacher, program director and special education director will determine what additional services and/or resources are needed and included in their ILP. Wayfinder's curriculum allows for individualized levels, pace, style and subject for all students' unique learning needs.

Early college/dual enrollment courses and career and technical education programming will also be offered. Throughout the year, teachers and the Program Director will evaluate how well the curriculum is meeting the needs of the advanced and enrichable learners and will make necessary adjustments. Enrichment opportunities will be available to students who excel. Some students will be offered opportunities for community service, independent study, fieldwork, internships, apprenticeships, or other job opportunities to support their studies. Teachers will utilize resources within students' local communities to provide such opportunities.

### Instructional Programs, Practices, Strategies and Opportunities

An instructional program for advanced and enrichable learners is based on the principles that all students are to receive an education appropriate to their individual capabilities, interests, and needs; that students have learning opportunities that help develop their abilities to the highest level; and that students' intense interests and talents change over time. Enrichable learners are learners with specific deep interests and energy, perhaps only in one topic. Advanced learners are students who generally demonstrate high performance or capacity for high performance beyond age/grade expectations, over an extended period of time, often (but not necessarily) in more than one area. Both enrichable learners and advanced learners are atypical learners who require specialized learning experiences. As with all students, advanced and enrichable learners will have an individual learning plan (ILP) developed in collaboration with staff and parents to assure challenging goals are established to meet their unique needs.

The school will promote the use of strategies found by research to support the diverse range of accelerated learners. Given the individualized instruction methods of both programs, these strategies can be implemented directly with students or, in the case of Residential, possibly with other students in very small groups. Example strategies include:

Curriculum Compacting: the regular curriculum of any or all subjects is tailored to the specific gaps, deficiencies, and strengths of an individual student. The learner tests out or bypasses

previously mastered skills and content, focusing only on mastery of deficient areas, thus moving more rapidly through the curriculum.

**Subject Acceleration**: a student bypasses the usual progression of skills and content mastery in one subject where great advancement or proficiency has been observed. The learner will progress at the regular instructional pace through the remaining subject areas.

**Topic Enrichment:** Assignments that increase pacing or depth of knowledge to a student who demonstrates an interest and motivation in a specific topic. Possible activities include; experiential learning opportunities in Residential and/or individually in Passages, online enrichment, work internships, local outings, social networking, and participation in community events, committees, and/or groups, distance learning, and Student designed Passage Projects that incorporate a variety of the above and more.

### **Monitoring Progress**

Upon approval of the Wayfinder Academy charter, Wayfinder, in accordance with Maine Department of Education (05-071) Rules Chapter 104, will file an Application for Gifted and Talented Educational Program Approval and approval of program costs for State subsidy to the Department of Education for approval by the Commissioner. Our application will include goals, objectives, and related activities proposed for the program; student identification procedures; plans for staff professional development; the organizational structure of the program; and the objective and subjective tools that will be used to gauge the effectiveness of the program.

### Staffing

The Wayfinder Academy Board of Directors will employ at least one teacher who is gifted and talented endorsed on a contract basis. Students that have been identified as enrichable and advanced learners will be assigned this teacher who will work in consultation with the general teacher to provide any needed adjustments to their learning plan. It will be reviewed as needed throughout the year. The school is committed to meeting the needs of advanced and enrichable learners by providing professional development for all staff members about the characteristics of this exceptional population and best instructional practices in meeting their needs including in-service training, networking, national and local events, and other support.

### **Curriculum Designed to Meet Diverse Needs**

The Wayfinder Academy curriculum and educational program are aligned with the school's mission to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for high-school aged students who are in need of educational options due to a variety of reasons.

- Each course follows a carefully organized *scope and sequence* articulating measurable goals and objectives that clearly state what students should know and be able to do at the end of the course. To help students master the objectives, WA will create and assemble a wide variety learning components to satisfy the diverse needs of students in multiple learning environments.
- Lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities.
   The curriculum is designed to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.

- Online and offline activities within the curriculum can be adapted in ways to accommodate student needs, and new tools allow teachers to adjust and augment curriculum for individual students.
- The curriculum includes several types of activities to enhance students' *critical thinking*. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through all Core Skills in both programs requiring them to reflect on what they've learned and how it applies to new tasks and situations.

### Multiple Assessment Tools and Strategies

WA assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from weekly meetings with their teacher, self and teacher assessments, pre and post reading and math assessments, quarterly student directed learning plans and individualized learning plans, and, in Residential, weekly resolution circles, and restorative practices in group process. Within each Core Skills teachers are provided detailed rubrics to guide evaluation.

Assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.

The Individualized Learning Plan (ILP) is student centered, positive youth development focused and restorative justice approach to understanding and building the students' strengths, minimizing their challenges, and enriching their academic abilities. Individualized educational goals for ALL students will be housed within their ILP. The ILP process is centered on the idea that all students are unique and serves as the compass for all services and support provided to the student.

### Required Tabs

- Tab 2: Special Education Procedural Safeguards
- Tab 3: Referral/Pre-referral of students with Disabilities Policy
- Tab 4: Referral/Pre-Referral Procedures
- Tab 5: Child Find Policy
- Tab 6: Grievance Procedure for Persons with Disabilities Policy
- Tab 7: Notification of Rights under FERPA

### TAB 2: SPECIAL EDUCATION PROCEDURAL SAFEGUARDS

Policy No.: Effective Date:

### SPECIAL EDUCATION PROCEDURAL SAFEGUARDS

As required by Maine Unified Special Education Regulations (MUSER), Wayfinder Academy will provide a copy of the Procedural Rights and Safeguards, in accordance with the Individuals with Disabilities Education Act (IDEA), to the parent/guardian and/or adult student through regular mail or email, and it will be posted on the Wayfinder Academy website.

To assist parents in understanding the Notice of Procedural Safeguards, the following is provided as a companion document to the Notice of Procedural Safeguards:

### A. PARENTAL PARTICIPATION

As a parent, you have the right to know about and go to Individual Education Program ("IEP") Team meetings about your child's special education. These meetings may discuss your child's need for special education, evaluations that may be done, services that may be provided and the setting where your child might get his/her services. If you can't attend a meeting in person, you have the right to attend by phone or video conferencing.

### **B. WRITTEN NOTICE TO PARENTS**

You must be given a written notice at least 7 days BEFORE any changes in your child's program. If the school decides NOT to make a change, you will also get a written notice. You will receive a written notice for these types of things:

- Whether your child is eligible for special education.
- Evaluations.
- Changes to services or the setting in which your child receives those services.

The school may need you to sign a form allowing them to do one of the things listed above. This form may come to you at the same time as the written notice. The written notice will:

- Explain the change and why the school wants to make the change or will not make the change.
- List other things that the school thought about and why they decided not to do them.
- Describe the things it used to make the decision: evaluations, tests, review of your child's records, or teacher reports.
- Explain other things that the school thought about to make its decision.
- List people you can contact to help you understand your rights.

### C. PARENT CONSENT

Before the school can do an evaluation to see if your child needs special education, you will need

to sign a form for this. If more evaluations or reevaluations are needed, you will need to sign a new form allowing the school to conduct them. The school also cannot begin to provide special education services to your child unless you sign a form. When you sign any of these forms, you are signing that you understand what the district plans on doing and that you agree.

If you don't sign the form to let the school evaluate your child, the school can ask for a hearing or mediation to see if they can evaluate your child without your permission. If you don't sign the form to let the school provide special education services to your child, the school cannot provide those services. If, after your child begins to receive special education services, you decide to take back your consent for those services, the school must stop providing them to your child.

Either parent can sign the forms. The school will do evaluations or begin services for your child once one parent has signed the forms as long as that parent has parental rights, even if the other parent does not want to sign them.

### D. INDEPENDENT EDUCATIONAL EVALUATION

If you don't agree with a school evaluation, you can ask the school to pay for another evaluation done by a person who does not work for the school. If the school doesn't want to pay, it must ask for a hearing to show that their evaluation is done correctly. If the hearing says that the school evaluation is done correctly, you can still ask for someone else to do the evaluation, but you will have to pay for it. If the hearing shows that the school evaluation is not done correctly, the school will pay for the new evaluation by someone else. This new evaluation will need to meet the same standards as the one done by the school. If an independent evaluation is done, the school will have to talk about that evaluation and how that might change special education for your child.

### E. ACCESS TO RECORDS

You have the right to look at the school's records about your child's special education. The school has to allow you to look at these records within 45 days of your request, or sooner if there is a meeting scheduled or if you have a hearing scheduled about your child's special education. If another child is mentioned in records about your child, you won't be able to see those parts of the records.

You have the following rights:

- The right to ask the school to explain the records.
- The right to have someone who is working with you look at the records.
- The right to ask for copies of records if that is the only way that you are able to look at them.
- The right to prevent the school from releasing your child's records without your consent, unless the state or federal law allows for the release of that information.

You won't have to pay to look at your child's records, but you may have to pay to have copies of records. If you ask, the school will tell you what kinds of records are kept on your child and where all the records are kept and used. The school keeps a list of people who look at a child's

records, except for parents and teachers. The school will keep a list of the person's name, the date they looked at the records and why they needed to look at them.

### F. AMENDMENT OF RECORDS AT PARENT'S REQUEST

If you think any of the information in your child's record is wrong, you can ask that the school change it. If the school doesn't want to change the information, they must tell you that they refuse and then you can ask for a hearing.

If the school changes the record because of the hearing, they have to send you a letter telling you it was changed. If the school doesn't have to change your child's because of the hearing, they have to send you a letter telling you that you can put something in writing in your child's record explaining why you don't agree with the information. Your written statement will stay with your child's record.

### G. COMPLAINT INVESTIGATION

If you think the school is not following the special education rules, you can write down your complaints and send it to the Department of Education's Due Process Office. You must write the names and addresses of the child and the school, your contact information, and how you think the school should fix the problem. You must also sign the complaint and give a copy of it to the superintendent. You may use a form for your complaint that is available from the Due Process Office (207-624-6644). The Department will have up to 60 days to investigate (unless the Department has given you or the school more time) and decide if the school is following the special education law or rules. If the school is not following the law or rules, the Department will tell the school what to do to take care of your complaint.

### H. MEDIATION

If you and the school do not agree about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations, either you or the school can ask for mediation. Both you and the school must agree to the mediation. You can ask for mediation even if you are also asking for a hearing or filing a complaint.

The mediator must be impartial (does not favor either side) and is free to both you and the school. The mediation must be held promptly and at a time and a place that is convenient to both you and the school. The mediator is trained in helping people resolve disputes. If you and the school reach agreement during the mediation, the school must do what the agreement says. If the school does not do what you agreed on during the mediation, you can file a complaint about that. What people say at the mediation remains confidential.

### I. DUE PROCESS HEARING

Either you or the school can ask for a hearing about whether your child should receive special education services, the services he/she should have, the setting in which your child receives

his/her services, or about evaluations. You must ask for a hearing in writing, and you may choose to use a form that is available from the Due Process Office (207-624-6644). You must write your child's name, his/her address, and where your child goes to school. You have to write down the problem and any other information about the problem. You should also write down what you would like to have happen for your child. You must give a copy of the form or letter to the superintendent.

An impartial hearing officer will listen to both you and the school. There may be people who can help you understand the hearing process, and you can ask the Due Process Office to give you a list of those people. At least five working days before the hearing, you and the school will need to share evidence that you want to talk about at the hearing. A decision about the complaint will be made within 45 days, unless the hearing officer has given you or the school more time. The hearing officer's decision is final unless you or the school decides that you want to bring a civil action in court. (See below.)

You and the school have the right to:

- Bring a lawyer and/or people who have special skills or training on children with disabilities.
- Bring evidence and question witnesses. You can require witnesses to attend by serving them with a subpoena (available from the Due Process Office).
- Not allow evidence that wasn't shared at least five working days before the hearing.
- Get a recording or exact written report of the hearing.
- Get a written report of what the hearing officer decided.

As the parent, you have more rights:

- You can bring your child to the hearing.
- You can say that the public can attend.
- You don't have to pay for the report of decisions and record of the hearings.
- The hearing has to be held during regular business hours at a time and place that works for you and your child.

### J. CIVIL ACTION

Either you or the school can bring a civil action if they are unhappy with the result of the due process hearing. The court will review the record of the hearing, may review additional information and make a decision. You must go through the hearing process before filing a civil action.

### K. AWARD OF ATTORNEY'S FEES

The school may have to pay your attorney's fees if ordered to do so by the court. A settlement agreement may include the school paying your attorney's fees. You or your attorney may have to pay the school's attorney's fees, but only in the rare case when the court finds that you brought your case for an improper reason, such as to harass the school or cause delay without a good reason.

### L. CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

Unless you and the school agree to something else, your child must stay in his/her current educational program until your complaint, mediation or hearing is finished.

### M. PRIVATE SCHOOL PLACEMENT BY PARENTS

In some cases, a school district might have to pay you for sending your child to a private school. You would need to show at a due process hearing that your child's local school did not provide a free appropriate public education and that the private school you chose is right for your child.

You must also either tell the school at an IEP Team meeting that you don't like the plan for your child and are going to send your child to a private school for which the public school should pay, or else write those things in a letter at least 10 days before you remove your child from the public school. If evaluations were already planned for your child, you will need to let the school do those evaluations.

### N. DISCIPLINARY PROCEDURES

Even though your child is in special education, he/she must follow the same rules as all other students and may be suspended if he/she breaks those rules. If your child is suspended for more than 10 days, either in a row or over the whole school year, the school must provide some services outside of your child's regular school program to help your child continue to work on IEP goals.

If your child is suspended for a total of more than 10 days, there will be a meeting to determine if your child's behavior that led to the suspensions is related to your child's disability. If your child's behavior is because of his/her disability, the IEP team must do a study of your child's behavior and write a behavior plan, and must return the child to his/her program (unless the suspension involved weapons, drugs or serious injury). If the child's behavior is not because of his/her disability, then the school may treat your child the same way they treat other children, and must consider whether to do a study of your child's behavior or write a behavior plan.

If the school decides that your child's behavior is not because of his/her disability and you disagree, you can ask for an expedited due process hearing. The hearing will take place sooner than usual, within 20 days plus 10 days for the hearing officer to write a decision. If your child was placed in a different setting because of his/her behavior, he/she must remain in that different setting while the due process hearing takes place unless you and the school come to a different agreement.

### O. TRANSFER OF RIGHTS

Once your child is 18, he/she will have the rights outlined in Maine's Procedural Safeguards unless a court gives him/her a legal guardian. Your child will be told of these rights about a year before he/she turns 18. Both you and your adult child will be invited to meetings and get the written notices about changes.

Legal Reference: Maine Special Education Regulations Chapter 12. Adopted by the Wayfinder Academy Board of Directors:

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#### TAB 3: REFERRAL/PREREFERRAL OF STUDENTS WITH DISABILITIES POLICY

Policy No: IHBAA Effective Date:

#### REFERRAL/PRE-REFERRAL (General Intervention) POLICY

Wayfinder Academy uses an ongoing process of assessment that informs teaching and learning for each child. Instructional staff respond to the learning needs of each student by modifying instruction and routines. If these strategies are not effective in meeting a child's need, the child's teacher will then make a referral for evaluation.

It shall be the policy of the Wayfinder Academy to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in the suspected areas of disability. Referrals of students to the IEP Team may be made by parents/legal guardians at any time, and by professional school staff, and by other persons knowledgeable about the child's educational needs. Any such referral should be made in accordance with procedures that may be approved by the principal (or designee), and is in compliance with federal and state laws and regulations.

Regardless of the source of the referral, a referral will be considered received by the school on the date that the written referral is received by the principal (or designee). It shall be signed and dated by the principal (or designee), thereby indicating the date of the receipt of that referral.

The principal (or designee), in consultation with other appropriate individuals and professionals, may develop procedures for referral and the use of pre-referral interventions within the school, and may amend those procedures as necessary.

Legal References:

ME DOE Reg. Ch. 101, MUSER § III, IV (2) (D) (July 2013)

Cross Reference:

IHBAA-R

Adopted by the Wayfinder Academy Board of Directors:



#### TAB 4: REFERRAL/PRE-REFERRAL - ADMINISTRATIVE PROCEDURES

Policy No: IHBAA-R Effective Date: DRAFT

#### REFERRAL/PRE-REFERRAL - ADMINISTRATIVE PROCEDURES

#### Referral Procedures

Wayfinder Academy shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent/legal guardian, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

Referrals by parents. A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the principal (or designee). Should the parent/legal guardian seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the family in making the referral in writing to the principal (or designee). Should a parent/legal guardian attempt to make a referral orally, professional staff shall assist the parent/legal guardian in reducing that referral to writing and submitting it to the principal (or designee).

A parent/legal guardian referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the school's general education interventions (discussed below). Those pre-referral procedures shall continue during the referral process, however.

Referrals by staff. Any professional employee of the school may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education interventions process used by the school. The school may move directly forward with the referral process in those circumstances where the school and parent/legal guardian agree to do so. Even in that situation, however general education interventions will continue during the referral process. Professional school staff shall prepare a referral in writing and shall submit that referral directly to the principal.

Referrals by others. Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education interventions process used by the school. The school may move directly forward with the referral process in those circumstances where the school and parent/legal guardian agree to do so. Even in that situation, however, general education interventions will continue during the referral process. Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the principal (or designee).

**Receipt of Referral.** Regardless of the source of the referral, a referral is received by the school on the date that the written referral is received by the principal (or designee). It shall be signed and dated, thereby indicating the date of the receipt of that referral.

Time Line for Processing Referral. Once the referral has been received by the principal (or designee), the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the school

must send a consent to evaluate form to the parent/legal guardian within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the school shall send the parent/legal guardian its *Written Notice* form documenting that referral.

Once the principal (or designee) receives the signed consent for evaluation back from the parent/legal guardian, the school shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the IEP Team should develop an IEP for that child either at that same meeting, or within 30 calendar days of determining that the student is eligible.

The school shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

Transfer Students. Students who have already been identified as in need of special education services and who transfer into the school from another school unit within, or from outside of, Maine shall on enrollment and in consultation with the parent/legal guardian be provided with FAPE (Free and Appropriate Public Education - including services comparable to those described in the child's IEP from the previous school unit) until the school either adopts the child's IEP from the previous unit or develops, adopts and implements a new IEP.

If the transfer student's current IEP from his or her prior school unit is not available, or is believed to be inappropriate by either the parent/legal guardian or the school, the school should develop a new IEP through appropriate procedures after the student enrolls at the school.

#### Pre-Referral / General Intervention Procedures

Professional school staff members who observe that a student is encountering academic or functional difficulties in school that interfere with the student's education shall document those specific difficulties through a general education interventions process.

Students who are failing or are at risk for failing to meet goals for their grade shall receive interventions that are designed to narrow the gap between the goals set for the grade level of the child and the child's performance. Interventions must be appropriate for the student's age and skill levels. These general education interventions are implemented as developed and are modified on the basis of curriculum-based measurement, progress monitoring data, or time sampling of behaviors. The school shall develop an intervention plan for students who are failing or at risk for failing using general education interventions and measurement systems.

If, after describing the problem, initiating an intervention, and collecting appropriate data for six data points over approximately, but no more than, 30 days, the child shows no significant change in performance, intervention strategies must be modified. If the data indicate resistance to two consecutive data-driven intervention strategies, over 60 days, the pre-referral team should meet to determine further intervention modifications and whether a referral should be made simultaneously to the IEP Team. If the intervention strategies have not been effective, or if the interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the staff member shall refer the child to the IEP Team consistent with the procedures set forth above.

The school shall notify the parent/legal guardian whenever the child has demonstrated educational difficulties that have led to completion by a staff member of the pre-referral checklist and intervention

strategy checklist. That notification of general education interventions should include copies of the completed checklists and shall request that the parent/legal guardian contact the staff member who has completed the documents. That notification shall also inform the parent/legal guardian that they have a right to refer the child directly to the IEP Team if they suspect the child may need special education services. The school may advise the parent/legal guardian as to why it may be appropriate to have the child participate in the intervention strategies prior to a referral to the IEP Team, but the school shall not reject or delay the referral until the completion of the intervention strategies.

All notes from the general education interventions process, and if relevant, team meetings, and all the data collection procedures that may have been developed through this process shall be considered by the IEP Team and shall become part of the child's special education file. For children who do not qualify for special education services, all general education interventions documents are kept in the child's cumulative folder for future reference and for ongoing educational planning.

The general education interventions developed through this general education interventions process shall be continued in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

Special education due process procedures shall not be used to address parental/legal guardian concerns regarding successful implementation of these pre-referral procedures, and the failure to use this general education interventions process may not be used in special education due process proceedings to establish that the school has failed to meet its child find or referral obligations.

#### Legal References:

Maine Dept of Education, Ch. 101, MUSER § II (23), III, IV (2)(D), (E), V(4)(A), (G) (July 2013)

Date adopted by Principal/Head-of-School:

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TAB 5: CHILD FIND POLICY

Policy No: IHBAC Effective Date: DRAFT

#### CHILD FIND POLICY

The Way inder Academy seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are in pre-k (age 3) through grade 12 or the school year in which they turn age 20.

The school's child find responsibility shall be accomplished through a school-wide process, which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occur only after an appropriate evaluation and a determination by the IEP Team.

This child find process shall include obtaining data on each child through multiple measures, direct assessment, and parent/legal guardian information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. The school may schedule child find activities. If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents/legal guardians, or agency representatives or other individuals with knowledge of the child may refer children to the IEP Team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school's pre-referral and referral policy and may include provisions for and implementation of general intervention strategies.

References:

34 C.F.R. § 300.111 (2006) Maine Department of Education Reg. Ch. 101, MUSER, IV (2) (July 2013)

Adopted by Wayfinder Academy Board of Directors:

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# Tab 6: GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

Policy No: IHBAL Effective Date:

#### GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

The Board of Directors of Wayfinder Academy has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether the school is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)).

Questions about this grievance procedure should be directed to the school principal (or designee).

#### Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the school principal or his/her designee. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance. The principal or his/her designee shall respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The school's written response shall be forwarded to the grievant.

#### Step Two

If dissatisfied with the response, the grievant may obtain a review of the principal's decision by the Board of Directors. The grievant must request that review within 15 working days of the decision by the principal. The Board of Directors, after consultation with the school's principal (or designee), shall respond in writing to the grievance within 15 working days. Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The Board's written response shall be forwarded to the grievant and to the principal (or designee).

Except for grievances regarding physical alterations to school buildings or grounds, the decision of the Board (or designee) shall be final. In the case of grievances regarding physical alterations to school buildings or grounds, a dissatisfied grievant may obtain a review by the Board of the principal's (or designee's) decision. The grievant must request that review within 15 working days of the decision by the principal (or designee).

The Board shall have a reasonable time to schedule a meeting on the grievance and to issue its decision. Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through other legal avenues, such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the school principal (or designee).

This notice is available in large print from the school principal (or designee).

Adopted by Wayfinder Academy Board of Directors:


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## TAB 7: NOTIFICATION OF RIGHTS UNDER FERPA POLICY

Policy No.: JRA-E Effective Date:

#### NOTIFICATION OF RIGHTS UNDER FERPA POLICY

## ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

The Family Educational Rights and Privacy Act ("FERPA") provides certain rights to parents/legal guardians and eligible students (18 years of age or older) with respect to the student's education records.

#### A. INSPECTION OF RECORDS

Parents/legal guardians and eligible students may inspect and review the student's education records within 45 days of making a request. Such requests must be submitted to the principal (or designee) in writing and must identify the record(s) to be inspected. The principal (or designee) will notify the parent/legal guardian or eligible student of the time and place where the record(s) may be inspected in the presence of school staff. Parents/legal guardians and eligible students may obtain copies of education records at a cost of \$.25 per page.

#### B. AMENDMENT OF RECORDS

Parents/legal guardians and eligible students may ask Wayfinder Academy to amend education records they believe are inaccurate, misleading or in violation of the student's right to privacy. Such requests must be submitted to the principal (or designee) in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the principal (or designee) decides not to amend the record as requested, the parent/legal guardian and eligible student will be notified of the decision, their right to request a hearing and given information about the hearing process.

#### C. DISCLOSURE OF RECORDS

Wayfinder Academy must obtain a parent/legal guardian and eligible student's written consent prior to disclosure of personally identifiable information in education records except in circumstances permitted by law or regulations as summarized below.

### 1. Directory Information

Wayfinder Academy designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in Wayfinder Academy, honors and awards received, and photographs and videos relating to student participation in school activities open to the public (except photographs and videos on the Internet). Parents/legal guardians and eligible students who do not want Wayfinder Academy to disclose directory information must notify the principal (or designee) in writing by September 15th or within thirty (30) days of enrollment, whichever is later. This opt-out request will remain in effect unless and until it is rescinded.

#### 2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and Wayfinder Academy must comply with any such request, provided that parents/legal guardians have been notified of their right to request that this information not be released without their prior written consent. Parents/legal guardians and eligible students who do not want Wayfinder Academy to disclose this information without their prior written consent must notify the principal (or designee) in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

# 3. School Officials with Legitimate Educational Interests

Education records may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by Wayfinder Academy as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); members of Wayfinder Academy Board of Directors; persons or companies with whom Wayfinder Academy has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators or therapists); and volunteers who are under the direct control of Wayfinder Academy with regard to education records.

#### 4. Health or Safety Emergencies

In accordance with federal regulations, Wayfinder Academy may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

#### 5. Other School Units

As required by Maine law, Wayfinder Academy sends student education records to a school unit to which a student applies to transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

#### 6. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/legal guardians and eligible students may obtain information about other exceptions to the written consent requirement by request to the principal (or designee).

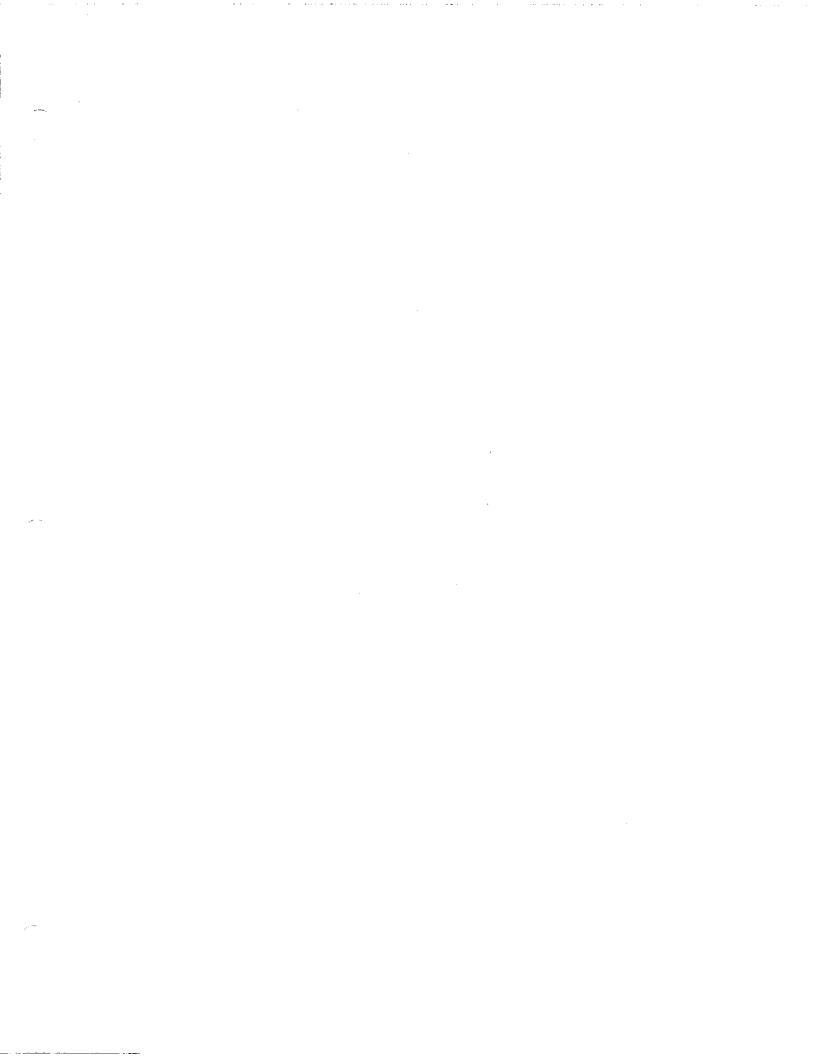
#### D. COMPLAINTS REGARDING SCHOOL DEPARTMENT COMPLIANCE WITH FERPA

Parents/legal guardians and eligible students who believe Wayfinder Academy has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-8520

#### Legal References:

20 U.S.C. § 1232g 34 CFR § Part 99 (July 2010) Me. Spec. Ed. Reg. Ch. 101 § XVII (July 2013) Adopted by Wayfinder Academy Board of Directors:



#### A.4 Assessment

This element will be provided separately and before the September 1, 2016 deadline, per permission from the Maine Charter School Commission. It will also include Tab 8. Performance Measure Matrix

#### A.4. Assessment

#### OVERVIEW

Wayfinder Academy's foundational approach to learning *is* individualized learning. Designed in partnership with teacher and student (and, when possible, families), it includes individual goals to the foundational academic components, then identifies the supports needed to achieve each goal. In this way, WA eliminates or diminishes the factors that can "push, pull" or allow a student to "fall" out of school. The underlying beliefs and practices of Wayfinder Academy--individualized educational practices, positive youth development approaches, learning anywhere at any time, and adherence to a small-school model--provide the support students need in mastering important academic AND life goals to prepare them for parenting, work, college and technical training.

Individual mastery toward standards is evaluated using a variety of methods and is described within each of Wayfinder Academy's program tracks.

# SCHOOL POLICIES AND CRITERIA FOR PROMOTION AND GRADUATION

Completion of all Core Skills, workshops, and the final Passage Project are needed for program completion in both the Passages and Residential program tracks. A student who does not meet these requirements will not be granted a diploma. Extensive one-on-one learning supports and tracking of learning, including personal goals, ensures a higher rate of high school completion, as does the flexible approach and time allowed for Passages students, who juggle many responsibilities.

#### PASSAGES PROGRAM TRACK

#### Overview of Approach & Learning Requirements

The Passages Program at Wayfinder Academy is a self-paced program, where students may take the time necessary to achieve mastery in the core areas of study while parenting and/or working to support their families.

Students enrolled in Passages at Wayfinder Academy must earn all 24 credits and complete their Passage Project to earn their state approved diploma within the self-paced timeline (average 1 year up to 5 years). In order to earn credit in each class, students must achieve proficiency for each stated standard. This curriculum document outlines specific standards for each course area offered through Passages. These standards represent crucial academic goals and objectives necessary for all high school graduates that are based on Maine's Common Core of Learning visionary document, crucial parenting goals for an engaged compassionate parent, and life goals necessary for involved citizenship. A student who does not demonstrate proficiency in meeting the set standards even with the necessary supports and accommodations, will not graduate from the Passages program.

#### **Assessment Process**

In addition to assessing whether students are meeting standards, teachers also assess students' habits of work, habits of mind, and parenting skill development, which are crucial to their academic and life-long learning objectives as parents and learners. Mastery of curriculum standards is accomplished using multiple methods completed by both the student and teacher, where indicated, that serve to track progress and inform instruction:

- 1. Progressive and Narrative-based Portfolios
- 2. Reading and Math Pre/post Testing (Accuplacer, CASAS, Khan Academy)

- 3. Quarterly Student Directed Learning Plans
- 4. Teacher Quarterly Evaluations
- 5. Student/teacher Weekly Check-ins
- 6. Passage Project Completion
- 7. Final Core Skill Reflection Presentations
- 8. Passages Pre/post Student and Teacher Surveys
- 9. CSBS Infant Toddler Checklist

#### Assessment Methods

- 1. Progressive and narrative-based portfolios: As students complete course work, teachers assess the quality, gaps and additional work needed, retaining milestones and completed pieces in a portfolio. Once all Core Skill objectives are done, students produce a reflection piece to cover what they learned, what was not helpful, what questions it raised, and their future goals on the topic. This can be a paper, presentation, video and/or slide show and is assessed for completeness by the teacher (see item 7. below, for a description of the reflection work).
- 2. Reading and math pre/post testing: Upon entry into Passages students take a CASAS Secondary School Math and English Language Arts test to provide baseline data. Depending on their post-graduation goals, they then take a post test (either CASAS or ACCUPLACER) to chart progress and document mastery. Because the student works one-on-one with the teacher, the teacher is able to assess growth without constant testing by monitoring mastery of each element. For example, using Khan Academy the teacher can track student practice, mastery and need for additional mastery prior to taking the post CASAS and/or Accuplacer test. Khan Academy provides ongoing assessments that do not feel like "tests" but help to determine growth. Using these methods, teachers are able to build from their baseline abilities and create a better foundation for progress. So many of the students must start with basic math and reading skills because of the gaps in their education. Pre and post test results will be analyzed to determine proficiency changes over time, including differences between major student subgroups. This item is included on Wayfinder Academy's Performance Measures Matrix (Tab 8).
- 3. Quarterly Student Directed Learning Plans (SDLP): The SDLP provides a quarterly plan for what the student hopes to accomplish in the upcoming three months to improve organizational and executive functioning skills. Each plan asks students to set goals for their academic, personal and intrapersonal growth and what workshops they will attend. This is reviewed at the end of the quarter to document goals achieved and identify items needing more work, barriers (internal and external) to completing their goals and planning for the next semester. The teacher is there to help "analyze" what worked, what barriers are out of the student's control AND what barriers were ones the student created or are "perceived" barriers and how to overcome them. This process helps students learn planning—first small goals are set and achieved, then bigger goals are added, including obtaining a diploma. Ongoing conversations help students work through the process, practice, and achieve tangible results. See attached examples of the Student Directed Learning Plan, below.
- 4. Teacher Quarterly Evaluations: Teachers review each student's SDLP plan with the student. At the end of the quarter, the teacher prepares an assessment based on observation, work quality and progress. Each teacher's evaluations are completed using strength-based principles, and relational and restorative justice practices to motivate, engage and inspire the student for the next quarter's plan. Each teacher reviews the quarter for: 1) number of meetings kept and/or missed; 2) workshops attended; 3) progress on student goals and a narrative assessment of what they accomplished; 4) areas needing more work; 5) barriers and/or obstacles that got in their way; and, 6) suggested goals for the next quarter.
- 5. Student/teacher weekly check-ins: Teachers check in with students to assess progress, plan work and discuss issues, maintaining consistent contact throughout, using face-to-face and online methods. Using Google Docs, teachers track student work and progress, and provide feedback and guidance, ask questions and clarify assignments. Communication is also conducted throughout the week via email, texting and phone calls in between face to face meetings.

- 6. Completion of a Final Passage Project: The student's Passage Project Committee (appointed by the student and teacher) reviews and assesses accomplishment of goals and determines if the student has passed or needs to do more work to successfully complete the project. See Passage Project Guidelines, below.
- 7. Final Core Skill Reflection Presentations: The final reflections provide evidence of the student's work and is assessed by the teacher to determine if all the objectives were completed and the student has met proficiency standards to receive credit. This can be in the form of a paper, presentation, video, slide show or other means of demonstrating what they learned.
- 8. Passages Pre & Post Survey: A pre and post Passages survey is completed by each student and by each teacher on each student to assess the students' habits of mind, motivation and engagement, sense of hope, quality of the student/teacher relationship and overall Passages program's effectiveness. The pre survey is completed at the 2-3 month mark and feedback given to teachers on student self-reporting. The questions are tied to the student's "experience" in Passages. Waiting until the 2-3 month time frame gives students time to get a feel for the program. Feedback is provided to teachers to help in their work and plan for each student. The survey was developed in collaboration with Dr. Maryann Corsello, Professor Emeritus of Psychology, University of New England, and formerly Associate Director of the Center for Positive Youth Development at Spurwink. The survey examines student identified assets and risks while enrolled and tracks their perception of their progress, their relationship with their teacher and their sense of hope. The information is compiled and provided to the Passages Director to present to the teachers and is used to improve instruction and school processes. See attached examples of the Passages Pre and Post Surveys, below.
- 9. CSBS Infant Toddler Checklist: This instrument is used to monitor developmental milestones of children from ages 6 months up to three years and has been used in the Passages program while participating in the Barbara Bush Foundation for Family Literacy project. The CSBS Infant-Toddler Checklist will be used as an assessment tool. It is completed by teacher and parent and provides evidence of developmental goals also of what each household offers children. It is used as a method for teaching parenting skills and tracking goal attainment.

#### **RESIDENTIAL PROGRAM TRACK - Assessment Processes & Methods**

#### Overview of Approach & Learning Requirements

Students in the Residential Program Track live and work at Wayfinder Academy's New Gloucester Campus for a nine-month period and return home for brief scheduled breaks (see Academic Calendar). Daily schedules are intentionally designed to be highly structured, substantive, and rigorous. Keeping students engaged with purposeful activities and meaningful learning opportunities is essential for meeting graduation requirements in an accelerated fashion.

Residential track students have different schedules depending on the day of the week, with most days beginning at 7 am and ending at 11 pm. Each weekend includes at least one Experiential Learning Expedition (i.e., hiking, camping, rock climbing, museums and galleries, college campus tours, trips to Portland and Boston, snow shoeing, swimming, winter camping, etc.) and three extended expeditions take place throughout the year.

Students enrolled at Wayfinder Academy's Residential Program must earn all 24 credits of their state approved diploma in a nine-month timeframe. In order to earn credit in each class, students must achieve proficiency for each stated standard. Assessment methods include the items listed below.

Wayfinder Academy's learning standards represent crucial academic goals and objectives necessary for all high school graduates and are based on Maine's Common Core of Learning visionary document. A student who does not demonstrate proficiency in meeting these set standards after necessary supports and

accommodations have been implemented, will be unable to graduate from the residential programs. Students that do not graduate, may apply the following year.

#### **Assessment Process**

Teachers assess students' mastery of academic standards, habits of work and habits of mind. Mastery attained toward academic standards is measured using various tools:

- 1. Pre/Post Assessments
- 2. Learning Portfolios
- 3. Weekly Check-in and Evaluation Rubric
- 4. Quarterly Reports
- 5. Career Exploration Timesheets and Site Supervisor Evaluations
- 6. Personal Passage Projects, Presentations and Rubrics
- 7. Residential Program Evaluation

Evaluative rubric-style check-ins are conducted interactively with students each week to promote communication and assess performance. These weekly rubric scores ultimately turn into grade equivalencies on mid-term and end-of-term transcripts. Quarterly Reports are completed collectively by Residential staff to provide a narrative summary that articulates how students are progressing on each of their graduation requirements.

Furthermore, learning portfolios and project-based presentation evaluations round out the system of academic assessment tools. Additional assessment tools are also incorporated into the delivery and assessment of Career Exploration and Residential Living Skills curriculum. Each course has specific learning objectives (each course is listed in section A.2 Academic Program). Wayfinder Academy will comply with state testing requirements. Section A4 Assessment and Performance Measures more fully addresses this compliance.

#### **Assessment Methods**

- 1. Pre/Post Assessments: Upon entry, residential students take the ACCUPLACER to provide baseline data surrounding individual students' skill sets. The ACCUPLACER, a computer-adaptive assessment, evaluates skills in reading, writing, and mathematics. Subsequently, all students take the ACCUPLACER at the end of the year to chart progress and demonstrate mastery. Throughout the year teachers build curriculum and individualized learning plans with the goal of exponentially developing all students' baseline abilities by the end of the year. Pre and post test results will be analyzed to determine proficiency changes over time, including differences between major student subgroups. This item is included on Wayfinder School's Performance Measures Matrix (Tab 8).
- 2. Learning Portfolios: As students complete coursework, teachers assesses the quality, gaps and additional work needed, retaining milestones and completed pieces in a portfolio. The Learning Portfolio is a body of work that showcases a student's growth in the program. Each student revises a handful of assignments from the year that he/she feels especially proud of and teachers sift through each students' cumulative assignments, choosing work across all subjects to highlight. In addition, portfolios include transcripts, weekly evaluation rubrics, quarterly reports, post-graduation planning material, and personal passage project material.
- 3. Weekly Check-ins and Evaluation Rubrics: Evaluative rubric-style check-ins are conducted interactively with students each week to promote communication and assess performance. Teachers check in with students to assess academic progress and discuss issues, challenges, and/or successes, maintaining consistent contact throughout using face-to-face methods. All core

- components of the residential program are listed on the rubric. Students first self-assess using a 1-5 scale and then teachers weigh in, the two engaging in collaborative dialogue regarding the individual students' progress that particular week. These weekly rubric scores ultimately turn into grade equivalencies on mid-term and end-of-term transcripts. In addition, the tool serves as documentation of student's work habits (i.e., attendance, engagement/participation, depth of learning, interpersonal skills/responding to feedback, maturity and respect, overall effort and follow-thru). An example Evaluation Rubric is attached below.
- 4. Quarterly Reports: At the end of the quarter, teachers prepare a narrative assessment based on observed student effort and progress. Each teacher's evaluation is completed using strength-based principles, and relational and restorative justice practices to motivate, engage, and inspire the student for the next quarter plan. Each teacher provides written feedback regarding individual student accomplishments, areas for improvement, barriers and/or obstacles that got in their way, and suggested goals for the next quarter. An example Quarterly Report is attached below.
- 5. Career Exploration Timesheets and Site Supervisor Evaluations: Students are required to attend apprenticeships with local businesses, organizations, and community members from 9 am 12 pm, Monday Thursday that align with personal interests and post-graduation goals. Career Exploration site supervisors complete student performance evaluations and track hours using daily timesheets on a daily basis. Mid-term and end-of-term performance evaluations are also completed by Career Exploration site supervisors. A Career Exploration Timesheet and Site Supervisor Evaluation Form is attached below.
- 6. Personal Passage Projects, Presentations, and Rubrics: The Personal Passage Project is, at its core, built around self-reflection. Throughout the entire year, each students designs and develops a project that is deeply tied to personal identity, personal history, and personal evolution. These projects provide students with an opportunity to learn about themselves and to focus on a personal goal, challenge, or fear that they want to address in their final months at school. The final presentation provides evidence of the student's work and is assessed by the teacher and school community (via a rubric and written comments) to determine if all the objectives were completed and the student has met proficiency standards to receive credit. The presentation may be in the form of a paper, performance, video, slide show, or another creative medium. A Personal Passage Project Guideline document is attached below.
- 7. Residential Program Evaluations: Teachers and residential staff facilitate Residential Program Evaluations at the end of the year. All students are asked to provide extensive verbal feedback regarding all aspects of the residential program. A Residential Program Evaluation Survey is attached below. Survey results will be tracked annually as a measure of school climate and success and is included as a performance measure.

#### HOW ASSESSMENT INFORMS INDIVIDUAL AND SCHOOL-WIDE PROCESSES

#### **Passages Program Track**

Teachers use assessment tools to monitor student progress and adapt instruction, materials and personal habits to support learning and individual and family life (in the Passages program track). The Pre/Post Passages Survey is used to provide feedback on the student/teacher relationship, and program effectiveness, which is key to growth and progress for the students and ongoing program improvement.

Teachers and the director meet monthly at in-person meetings and discuss the teaching methods and resources, and needs for professional development around teaching and guiding students. The director reviews each teacher's entire caseload, and each student's progress and determines who is making progress, who isn't, what steps can be taken to improve work, whether it is a teaching, personal, or environmental issue that may be getting in the way and what they need to do to help the student. This includes looking at all aspects of the student's life, case management issues, childcare support, basic needs, etc., and develop a plan for helping each student.

The director meets monthly with each campus team to assess the teaching team's needs, including identifying and arranging for participation in professional development opportunities and meeting students' needs, connecting with students' sending schools, family members, care providers, and more.

Finally, each teacher is evaluated by completing a self-evaluation, goal planning, and training needs identification process. The director also assesses each teacher's growth, areas needing improvement and identifies and schedules training needed to address challenges. Together the teacher and director review the evaluation results in a private meeting annually to be sure both agree to the results: goals attained, areas needing more work, how improvements will be assessed and individual goals of each teacher. A recently revised teacher evaluation process will be examined and brought into compliance with the state Department of Education's PEPG system as a part of the pre-opening plan.

#### Residential Program Track

Teachers use assessment tools to monitor student progress on a regular basis throughout the school year in order to support individual learning and growth. Weekly check-ins and evaluation rubrics are vital tools in regard to this process; both track and develop student/teacher communication and relationships, which is key to growth and progress for the students and community as a whole.

The Personal Passage Project lends itself to student, staff, and school-wide development as each student is paired with a staff mentor who regularly checks in with the students, offering advice and guidance throughout the year.

In addition, teachers and residential staff facilitate program evaluations at the end of the year where students are asked to provide extensive verbal feedback in regard to the residential program and all of its core components. Program evaluations provide a crucial and honest measurement of school-wide processes year to year. Results are analyzed and discussed at school-wide team meetings to determine the need for changes and to develop strategies for implementation.

Individual supervisory check-in meetings between staff members and assigned Residential track supervisors are scheduled weekly. These meetings provide an opportunity for staff members to maintain connection, ask questions, exchange feedback, and develop follow up action plans. A weekly staff meeting is attended by all full-time Residential staff members. These team meetings provide a forum for efficiently addressing programmatic questions and concerns, reviewing student progress, sharing

information, developing new ideas, and making collaborative decisions. The Residential team works together to assess needs, which include identifying and arranging for participation in professional development opportunities, seeking out community resources, communicating with various support services, family members, sending schools, and care providers, and more.

Residential staff members complete detailed mid-term and end-of-term program evaluations. These program evaluations provide opportunities for staff members to provide feedback and offer new ideas regarding various aspects of the Residential track. In addition, each Residential staff member meets with an assigned Residential track supervisor at the beginning of the school year to establish professional goals, identify training needs, and set a clear course for the school year in terms of curricular objectives, role clarity, program expectations, and school wide requirements. Matching mid-term and end-of-term self-evaluations and performance-evaluations are completed by staff members and assigned Residential track supervisors respectively.

Mid-term and end-of-term meetings are scheduled between staff members and assigned supervisors to discuss the findings of these matching evaluations. These meetings provide predictable space for direct feedback, clear communication, and professional growth to occur. Together the staff member and assigned supervisor review goals attained, highlight areas needing more work, and discuss how improvements and adjustments will be made. During these supervisory meetings supervisors acknowledge examples of professional growth, identify challenges, address areas needing improvement, discuss new goals, and propose recommendations for future development. The recently revised teacher evaluation process will be examined and brought into compliance with the state's PEPG system as a part of the pre-opening plan.

The Residential Program Director communicates daily with lead staff members to ensure that students and staff are well supported and that programmatic topics are promptly addressed. This includes looking at all aspects of the students' life, including case management issues, academic progress, future goals, personal challenges, self-care/wellness plans, basic needs, etc. and then developing effective plans for helping students to be healthy, safe, and successful.

#### **School-wide Improvement**

The culture and climate of Wayfinder is woven throughout all processes within the organization. Constant communication is key to keeping the school at a high level of accountability and using data to support sound decision making.

Program directors supervise the instructional staff, while Head of School (Principal) supervises the program directors.

School-wide team meetings occur weekly wherein program directors and administrative staff discuss program operations and implementation successes and challenges, and identify needed changes. These weekly meetings provide a consistent forum for discussion of matters related to accounting and financial management, facilities concerns, fundraising needs and initiatives, and the effectiveness of school-wide policies and procedures.

The Board of Directors will receive monthly students, staff and operations progress reports and financial data based on the elements within the approved charter and other requirements based on federal and state laws and regulations. The Board oversees the work and conducts an annual performance review of the CEO. The Board will also undertake an annual self-assessment to determine strengths, challenges and areas for improvement and plans for any changes in policies and practices deemed necessary.

#### STUDENT AND SCHOOL PERFORMANCE MEASURES

**Tab 8** Performance Measures Matrix displays the proposed student and school performance measures Wayfinder will provide as a part of the charter contract. Wayfinder understands that these performance measures are a required component of contract compliance and commits to their timely and accurate completion.

Student performance measures will be gathered overall and within appropriate and comparable student cohorts and subgroups to track and report on progress. All student data will be protected according to state and federal laws and regulations.

#### **Optional Attachments:**

- A. Passages Program Track Assessment Documents
- B. Residential Program Track Assessment Documents

#### Required Tab

Tab 8. Performance Measures Matrix

#### **OPTIONAL ATTACHMENTS**

#### PASSAGES PROGRAM TRACK - ASSESSMENT DOCUMENTS

#### Passages Student Directed Learning Plan

Sept-Dec	Jan-Mar	Apr-Jun
Тоши		

Term:

Date:

Student:

Teacher:

- I. Goals for me:
  - A. During this term I want to take steps to accomplish these things in my life:
  - B. These are my ideas for making these changes:
- II. Goals for my relationships:
  - A. A. Things I like about my relationship with:
    - My child(ren):
    - My teacher:
    - People in my family:
    - Other people in my life:
    - B. Things I'd like to change or improve about my relationship with:
      - My child(ren):
      - My teacher:
      - People in my family:
      - Other people in my life:
- III. Goals for school:
  - A. I plan to complete these core skills this term:
  - B. My plans for reading this term:
  - C. My plans for community service, workshop attendance and/or Passage team participation this term are:
  - D. My ideas for a Passage are:
  - E. What things get in my way of doing my homework?
  - F. My new ideas for staying on track in school are:

All information contained herein is consider proprietary and is protected and copyrighted under law.

IV.	Teacher's Assessment	
A.	# of Appointments scheduled:	# of Appointments kept:
В.	Core Skills Currently Open:	
C.	Core Skills Completed this Term:	
	Total Number of core skills complet	ted to date:
D.	Group event participation this term/date:	
E.	Community service this term/hours/dates:	
F.	Teacher's Observations and comments:	
G.	Student's Observations and comments:	
Student	Signature:Tea	cher Signature:
Date:		

# TEACHER QUARTERLY EVALUATION

# **End of Term Passages Review - SAMPLE**

Dates:
Attendance:
Workshop attendance:
Total participation hours for the term:
Core Skills expected to complete this term:
Community Service:
Passage title and presentation date:
Comments:
Student Signature:
Teacher Signature:
Date:

# **Passages Project Information**



Passage Guidelines: 2016

# The Passage

The Passage is your final project. It is your chance to "run with the ball," take your own idea and turn it into a learning experience that carries special meaning for you.

The objective of the Passage is for you to address or confront a very real, or personal, or significant fear, challenge, need, interest or passion in your life.

At this stage in your education, you will take charge of all aspects of the design, implementation and follow-through of this project. You become the teacher; your teacher becomes the support.

- > We hope that in doing this project you realize your potential.
- > We hope that it will act as a transition for you as you enter into life as a high school graduate.
- We hope that it helps you realize that learning happens throughout your life and that you know how to seek out any and all knowledge, information, experiences, and opinions that you want.

# Wayfinder Schools' Expectations

- > To push yourself to reach a little further than you think you can.
- To utilize your resources— reach into the community around you for help.
- ➤ To create a Passage team that will help support you and help push you to make this the most meaningful (and probably the hardest) project you have ever done.
- > To be successful and know what success looks and feels like to you.

Some questions to ask yourself as you think about Passage ideas:

- ❖ What is a "real" challenge for you?
- What is a secret dream of yours?
- What is something that you are really afraid of doing, facing, or dealing with?

Bear in mind that it is our role as educators to *support* you in this project, not determine it. We will always stand behind your ideas. AND, we will always question them with things like:

- ❖ Why is this "real" for you?
- What do you hope to gain for yourself by completing this project?
- How will you know you have accomplished it?
- What would success look like to you in doing this project?
- What would defeat look like to you in doing this project?

# **Common Questions**

#### Can I fail?

You set your own standards for failure and success for the Passage Project and have to live up to your own expectations. Usually, we are our own harshest critics. Wayfinder Schools and your committee will base their decision on the expectations you chose for completing the Passage project. If anything, it will be you and your team making that decision.

#### What if I can't come up with any ideas?

It's not possible. It may take some time if you aren't used to letting yourself dream or you have been too busy to look deeply at things that might have had an impact on your life. Your teacher is a perfect person to talk to about the Passage. Let yourself be creative, let yourself bounce ideas around; you may be surprised at what you discover.

# What if I'm shy, nervous or don't do well with other people and can't come up with enough people for my Passage Team?

Chances are that your teacher will have some ideas as to how to get through the shyness about asking people to be on your team. It may be comforting to know that most Passages students are very eager to be on teams to prepare for their own Passage and all the graduates we suggest have told us they are more than willing to serve on teams as a way to stay connected to the program.

# What if my Passage depends on another person like my boyfriend, child, family?

This is a time to let this project focus on you. Many times those around us are the most important aspects of our lives. It is natural to want to make your Passage include someone, something, or an important event. But try to make the focus something that relies only on your direct participation.

# What if I can't get my Passage done in time for the Graduation ceremony?

Passages students may graduate and receive a diploma as soon as they complete their diploma requirements. However, if you want to be a part of the Passages graduation celebration and have your diploma presented to you at that time, then you MUST have all requirements for graduation completed at least 2 weeks ahead of the graduation day (that includes any revisions you need to make to your Passage). If you aren't finished with your Passage by then, you will be able to receive your diploma as soon as you finish, but will have to wait to participate in the next scheduled graduation ceremony.

Sometimes life circumstances and/or your learning style requires you to take more time. If that is so, remember, that is **exactly** why Passages is designed the way it is! Take the time necessary for you to achieve what you set out to do. Together with your teacher create a "punch list" of things you need to accomplish before graduating and a timeline for getting them done. This may help you pace yourself for the best results.

# What if my Passage idea is about something in my life, which will continue? How will I know when I am "done"?

It is important to discuss with you team what "done" means to you. They will help you create a project which has a beginning, middle and end.

# You say that I am in charge of doing this whole project and that my teacher will be a support. Does that mean that he/she will not help me at all?

Your teacher will be there as always to help make this project successful for you. However, this is the time to count on yourself for finding the resources to get it done. It may be that you need to ask your teacher for help, if you need it. Passages teachers will let a student really work at their own pace. In other words, if you don't meet your own deadlines, it could take you a year to finish your project. If you don't find a way to make this project happen, it won't.

# What if my Passage doesn't come out as I expect, hope, or anticipate it should?

Passage projects often don't come out as you planned. Sometimes that is the most valuable learning. It is important to have a clear goal for this Passage when you begin it, and just as important to reflect on what happened as you did it to learn as much as you can from the experience.

# Why is it SO HARD to get everyone set up a meeting with everyone?

It IS hard!! Everyone is busy... so plan ahead. Call AND text EVERYONE at least 2 weeks ahead to confirm a time. Remind everyone, 3 days prior to a meeting. STICK TO YOUR PLAN. Work with the expert's schedule first to respect their donated time. If you must reschedule contact EVERYONE! Nothing is more frustrating to your team than to arrive for a meeting that has been cancelled. Ask everyone to bring calendars to schedule your meetings together.

## What if I need specific materials to do the project well?

Passages has a small amount of money (up to \$50) available for Passage Projects. Please see your teacher if there are specific resources, materials (i.e., books, telephone calling cards, supplies) that you need to purchase.

# Passage Structure

#### PASSAGE TEAM

You will create Passage Team consisting of up to 6 other people. You may still be figuring out who will be on your team at the Interest meeting. That is okay. But to complete your Passage, you MUST make every effort to have your WHOLE team at the  $2^{nd}$  and  $3^{rd}$  meetings. You may invite others to attend, as well, but you <u>must</u> include:

## 1. A current Passages student

The role of a current Passages student is: to absorb the Passage process before beginning her/his own, to help the student on the Passage to refine ideas, and to clarify why this project meets the student's expectations. By participating on a Passages Project committee a current student can earn community service credit.

## 2. A Passages graduate

The graduate's role is: to help the student develop a feasible Passage, to provide insights learned from the graduate's experience (which might be helpful to the student), and to challenge the student to push her/himself as far as she/he is able.

#### 3. Your teacher

The role of the teacher is to support the student. The teacher will utilize her/his own observations and insights of the student's experience in Passages to help challenge the student to create a personally meaningful project. Your teacher will not carry you through. She/He will allow you to experience what you experience. We believe that virtually everything is a learning experience — even disappointment, even failure.

# 4. A second Passages staff member

The second Passages staff is there to take notes and provide observations and feedback. She/he will type up these notes and give them to you after each meeting. She/he will ask questions as an objective party — someone who knows the philosophy of Wayfinder Schools but is not as intimately connected with the student as the one-to-one teacher/counselor.

# 5. A person who is an advocate/support system for you

Select a person you know well and with whom you are comfortable, a person whose opinion and ideas you respect, a person who knows where your strengths are. That person's job is to remind you of your strengths and to challenge you to work through your weaknesses (i.e., if you are being lazy, procrastinating, or choosing an easy topic just to get it done — your support person will tell you so).

# 6. An expert or consultant in the area of your Passage

The "expert" will share his/her experience, expertise and knowledge on the subject of the Passage in order to help the student create the most meaningful project possible. They also may connect the student to available resources or other experts.

NOTE: The most important aspect of the team member's participation is to be curious, to ask questions, to offer constructive feedback, opinions, reactions, concems, thoughts, ideas, practical tips and support. The team is there to help the student take an idea and turn it into a plausible, successful project.

#### THE STAGES OF THE PASSAGE

# Developing an idea:

Begin working on your Passage informally with your teacher or a few team members as you come up with ideas. Once you have completed all your core skills you may then begin formally. If you have one or two core skills left and see a need to complete them while working on your Passage, get approval from your teacher and the Director. The following core skills **must** be done: Social Studies/U.S. Citizenship, Transportation, Critical Thinking, Scientific Method, Health & Nutrition, Employability.

# I. Interest Meeting

**GOAL:** To bring to life a Passage idea(s) and to leave the meeting with a stronger sense of the exact nature of the project and who will be on your team.

- Have as many members of your team you selected attend this first meeting. If
  you're not certain who should be your expert, often at the interest meeting you will
  get ideas. This first meeting is for brainstorming. Bring with you only the ideas that
  you think are "potential Passage topics". Your team will help you develop it into a
  structured Passage project. Often, it is at this meeting where you will gather helpful
  ideas and resources.
- Make sure all your contact information is shared and up-to-date.

## Be prepared to answer questions ... some of which might be:

- 1. What is your status as far as finishing your core skills? What is your plan for finishing them if you haven't, as yet.
- 2. How does this idea meet your expectations and understanding of a Passage?
- 3. How did you come up with it?
- 4. What do you think are some of the risks involved with following this idea?
- 5. Who else do you need for your team? Why?
- II. Proposal Meeting

GOAL: To present to your WHOLE team a formal written proposal which:

- Clearly outlines what your Passage is;
- Why you want to do it;
- How you plan to do it;
- What resources, people, and materials you will need;
- When you will complete it; and
- What your final presentation will look like.

#### Be prepared to answer questions... some of which might be:

- 1. What is your timeline?
- 2. How will you know you succeeded? How will you know you failed?
- 3. Will you be taking any emotional risks? What do you think they are and why are they important for you to take?
- 4. How will you know when your Passage is complete?
- 5. How will you present the outcome?
- 6. How would you like us to help you specifically?
- 7. How will you record the process of this project?

#### III. Final Presentation

**GOAL:** To present your completed Passage Project to your WHOLE team. Create a Keynote presentation, paper, recording, poster, video and/or book. You choose. This is your time to teach us about what you did, how it was to do it, and what you learned about this topic and yourself in the process.

## Be prepared to answer questions... some of which might be:

- 1. As you reflect back on the project, what ended up being the risk or risks you took?
- 2. What was your process?
- 3. Did you open up this topic for yourself and leave with more questions, or have you gotten all that you wanted from it and feel like it's now a closed topic for you?
- 4. Now that you have explored or confronted this topic, do you feel that there is there anything different for you or about you?
- 5. Have you learned anything from the project you can apply to your life?

Throughout the Final Presentation meeting, you will have a dialogue with all members of your team. Upon completion, the team will discuss your work and reflect on your presentation with these questions in mind.

- How well did you stick to your original proposal?
- 2. What obstacles did you face and overcome doing this project?
- 3. Did you meet your requirements and own personal expectations for success?

**Optional meetings:** You may request as many additional meetings as you need to feel successful with the project you are undertaking.

# Passage "Stall"

We noticed as students enter into this phase of the Passages Program, they sometimes lose steam. We call this the Passage "stall." It can be for any number of reasons — all of which are normal, natural and okay.

One of these reasons may be that there is often a great deal of emotion brewing inside a student as he/she nears the completion of The Passages Program. You are on the verge of successfully completing high school; you will take on a new role in society and/or be in a new phase of life; you are changing the relationship you have with your teacher...

Sometimes these changes are totally exciting, sometimes intimidating, sometimes sad. Sometimes, success can feel overwhelming. The Passage project **IS** hard.

There are no real words of wisdom to give about these feelings, just that they are all okay. Should you start feeling uninterested, uninspired or stalled in your Passage project, perhaps it might help to break down the feeling into smaller parts to determine if there are any other things going on which might be contributing to your loss of motivation. It may be helpful to schedule a special meeting with your team or teacher to get help in working through your dilemma, or simply speak with your advocate about the situation. Your team members may be able to help you identify what is standing in your way of completing your project. Remember, every member of your team is there to support you through the process.

Note: Your teacher and/or expert may request a "check-in" meeting if needed.

# **Details**

• FINALLY...you did it! All your Core Skills are done! Hurrah! **One last thing...**Write a reflection for the graduation newsletter. It can be about being in Passages, about your Passages Project or something important you learned while being in Passages.

Remember that we are fully behind you and want this project to be a success and all YOURS. We will help, support and encourage — but the motivation, determination, and ability to get it done must come from YOU.

#### Good Luck!

Passages Student S	urvey 2015-20	016		
1. Thank you for taking y	rour time to do th	is survey for the Passag	es Program!!	
The results will help to ex	valuate the Pass	ages Program and give	feedback from the stu	dent's perspective.
Thank you again for takir  Begin	ng time to do this	survey!		
Passages Student St	urvey 2015-20	116		
2. Time of year			Company on the factor of the f	
October-December 2015				
Jenuary-March 2016				
April-June 2016				
July-September 2015				
3. How persistent are you	in your schoolw	ork? (ex: follow through	with a plan; have "stic	:k-with-it-ness")
1 Not at all	2 A Title	3 Somewhat	4 Very much	5 Extremely
0	0		O	0
4. How often do you cons	ider consequenc	es before you take actio	in?	
1 Not at all	2 A little	3 Somewhat	4 Very Much	5 Extremely
	0	0		O
5. When you are listening	to others, do you	ı feel you understand th	eir situation?	
1 Not at all	2 A little	3 Somewhat	4 Very Much	5 Always
				O

6. How easy is it for yo	ou to take another p	erspective when you lea	m?	
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7. How much do you re	effect on the proces	s of how you learn some	thing?	
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8. How much to you sti	ive for accuracy ar	nd precision in your work	?	
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9. How often do you as	k questions for furt	her understanding and c	larity in your work?	
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10. How much do you r	ely on past experie	nces to get through new	situations?	
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11. How well do you thin	nk and communica	te with clarity and precisi	on?	
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13. How creative are yo	u in imagining and	lrying new things in you	studies?	
1 Not at all	2 A little	3 Somewhat	4 Very Much	5 Extremely
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14. How much are you i	nterested and pass	ionate about your studie	s?	
1 Not at all	2 A little	3 Somewhat	4 Very Much	5 Extremely
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15. How often do you i	find humor in life?			
1 Not at all	2A Fille	3 Somewhat	4 Very Much	5 Extremely
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16. How often do you	research something	when you have a ques	stion or are curious?	
1 Not at all	2 A Fille	3 Somewhat	4 Very Much	5 Always
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17. How often do you a	actively seek inform	ation in new areas you	want to learn?	
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20. Has this program he	alped you achieve a	sense of responsibility	?	
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22. Has this program he	alped you achieve a	sense of purpose in life	a?	
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23. How confident as	re you that you will gr	aduate high school?		
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24. How would you r	ate your level of healt	h?		
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27. How would you re	ate your level of self c	are?		
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31. How important is t	he one to one teachir	ng style of the Passage	s Program?	
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32. How much has this p	program positively	influenced your educa	tion?	
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Passages Student St	urvey 2015-201	6		
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ow often do you ignor 1 Never	e something your teacher s	says?	4 Most of the Time
		-	4 Most of the Time
1 Never		3	4 Most of the Time
1 Never	2	3	4 Most of the Time

50. How unfair is your teacher to	you in your meetings?	?	
1 Not unfair at all	2	3	4 Very Unfair
0	0	O	Ö
51. How angry does your teache	r make you feel?		
1 Not angry at all	2	3	4 Very Angry
O			0
Passages Student Survey	2015-2016		
52. Estimate how many months i	nave you been in the p	assages program?	
53. Please Provide Your Name (1 questionnaire).	This only will be used to	o ensure that we've had	all students complete the
54. What worked well for you in the	he Passages Program	?	
55. What could be changed or im	proved in the Passage	s Program?	
	to the description of the second of the seco		
56. Other comments on the Pass	ages Program?		

Passages Program	-Teachers 2015	2016		
Welcome to the Pas	sages Teacher S	urvey		
Thank you for taking students. The results	•		-	
Thanks so much for I	helpingl			
Passages Program	-Teachers 2015-	2016		
1. Time of year				
October-December 20	6			
January-March 2016				
April-June 2016				
July-September 2015				
* 2. Please enter the stu	dent's name	100 8144000 1844116 Celevi memberih Militalia kan kentenang		
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* 3. How many months h	ave you worked wit	h this student?		
Passages Program	-Teachers 2015-:	2016		
4. How persistent is you	ur student in her sch	noofwork?		
1 Not et all	2 A little	3 Somewhat	4 Very Persistent	5 Extremely Persistent
0	Ö	O		

5. How often does your stu	dent consider i	ine consequences befo	re she takes action?	
1 Not at all	2 A little	3 Somewhat	4 Very Weil	5 Extremely Wei
	0		Ö	
. How well does your stud	ent listen to otl	ners and understands th	neir situation?	
1 Not at all	2 A Silile	3 Somewhat	4 Very Well	5 Extremely Wei
			O	· · · · · · · · · · · · · · · · · · ·
. How easy is it for your st	udent to take a	mother perspective whe	an she learns?	
1 Not at all	2 A Mile	3 Somewhat	4 Very Much	5 Extremely Well
. How much does your stu	dent reflect on	the process of how she	e leams something?	
1 Not at all	2 A little	3 Somewhat	4 Very Much	5All the time
Ç				
How much does your stu	dent strive for	accuracy and precision	in her work?	
1 Not et all	2 A little	3 Somewhat	4 Very Much	5.All the time
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). How often does your stu	ident ask ques	tions for further undersi	tanding and clarity of	her work?
1 Not et all	2A little	3 Somewhat	4 Very Much	5.All the time
O	O		Ó	
How much does your str	ident rely on p	ast experiences to get t	hrough new situation	ıs?
1 Never	2 A little	3 Sometimes	4 Very Much	5All the time
O	O		Ó	O
2. How well does your stud	ent think and o	communicate with clarit	v and precision?	
1 Not et all	2 A Fille	3 Somewhat	4 Very Well	5 Extremely Weil
· a more with their		er contractores (SEE)	~ very veen	a cauemey 1780
The state of the s	* Laurok	<sup>N</sup> . market		
3. How often does your stu		her senses to gain info	mation about her su	rroundings?
1 Not at all	2A little	3 Somewhat	4 Very Much	5 Extremely Well
	0	0		

14. How creative is you	r student in Imagir	ng and trying new thing	s in her studies?	
1 Not at all	2 A Stile	3 Somewhat	4 Very creative	5 Extremely creative
0	O		O	Ö
15. How interested and	passionate is you	r student about her stu	dies?	
1 Not at all	2 A little	3 Somewhat	4 Very Much	5. Extremely
		0		0
16. How often does you	r student find hum	or in life?		
1 Never	2 A little	3 Sometimes	4 Often	SAII the time
		Control of the second		
17. How often does you	r student research	something when she i	nas a question or is o	ourious?
1 Not et all	2 A little	3 Somewhat	4 Very Well	5 Extremely Well
O	O	0	O	0
18. How often does your	student actively s	seek information in new	areas she wants to	learn?
1 Not at all	2 A little	3 Somewhat	4 Very Well	5 Extremely Well
O	0		O	
Passages Program-1	Teachers 2015-	2016		
19. How much do you en	njoy helping this st	udent learn?		
1 Not at all	2 A Vitte	3 Somewhal	4 Very Much	5. Extremely
O			O	
20. How often do you say	y something enco	raging to your student	?	
1 Not at all	2 A Ettle	3 Somewhat	4 Very Offen	5. All the time
O	O		Canal Canal	0
21. How respectful is you	ir student towards	you?		
1 Not Respectful at all	2 A little	3 Somewhat	4 Very Respectful	5. Extremely Respectful
O			0	0

22. How motivating does	your student find	the activities in class?		
1 Not at all	2 A Sille	3 Somewhell	4 Very Much	5. Extremely
23. How caring is your str	udent towards yo	u?		
1 Not at all	2A little	3 Somewhat	4 Very Much	5. Extremely
0				
24. How much do you like	your student's p	ersonality?		
1 Not at all	2 A little	3 Somewhat	4 Very Much	5 Extremely
25. Overall, how much do	es your student l	earn from you?		
1 Not et all	2 A State	3 Somewhat	4 Very Much	5. All the time
O	O	0	O	
26. During studies, how or she should be listening to		udent ignore you (ex: p	laying on her compu	ter or phone when
1 Never	2 A little	3 Sometimes	4 Very Often	5 All the time
0	O	0		0
27. How often do you say	something that o	ffends your student?		
1 Never	2 A little	3 Sometimes	4 Very Often	5All the time
	O	Ö	0	
28. How unfair are you to	your student?			
1 Never	2 A little	3 Somewhat	4 Very Often	5All the time
O	O			O
29. How angry do you mai	ke your student fe	eel while teaching them	?	
1 Not Angry at all	2 A Fittle	3 Somewhat	4 Very Angry	5 Extremely Angry
O	O			
30. Any additional comme	nts (optional)			
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(CCBC DD)

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Ø	aids name:	Date of barth:_		Date	filled out	
1.0	tas birth premature?	tt yes, how ma	ny weeks p	remature?_		
F	Red out by:	Relationship to	child:			
sh ev es at	structions for caregivers. This Cheddist is designed to identify distance that develop before children talk may indicate whether ould be completed by a caregiver when the child is between it a aluation is needed. The caregiver may be either a parent or and that best describe your child's behavior, if you are not sure, ples your child's age are not necessarily expected to use all til	or not a child w and 24 months ther person wh ase choose the o	vili have dit i <b>of</b> age to o nurtures iosest resor	filculty learn determine v the child dai	ing to talk. This ( whether a referra ils. Please check s	Thecklist If for an Ill the choic-
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<b>5</b> .	Do you know when your child is happy and when your chil	d is upset?		CI Not Yet	🗅 Sometimes	C) Often
2.	When your child plays with toys, does hetche look at you to	see If you are:	watching?	O MOT YET	C) Sometimes	O Often
3.	Does your child smile or laugh while looking at you?		_	CI Not Yet	CI Sometimes	□ Often
Æ,	When you look at and point to a try across the room, doe	s your child loc	ok at it?	CI Not Yet	CI Sometimes	C) Often
	mmunikation				and the state of	
5.	Does your didld let you know that heishe needs help or war	its an object or	it of reach?	O Not Yet	CI Sometimes	☐ Often
8.	When you are not paying attention to your child, does her attention?	she by to get	YOUR			_
7				O Not Yet	© Sometimes	© Often
	Does your drild do things just to get you to laugh?			I Not yet	C) Sometimes	CI Often
ss.	Does your child try to get you to notice interesting objects at the objects, not to get you to do anything with them?	—just to get y	BUITO 100%	CI Not Yet	CI Sometimes	a Often
G	estures					WW W18025
9.	Does your daild pick up objects and give them to you?			C) Not Yet	© Sometimes	CI Often
	Does your daild show objects to you without giving you the	e object?		CI Not Yet	CI Sometimes	Of Often
	Does your child wave to greet people?			JI Not Yet	CI Sometimes	☐ Often
	Does your child point to objects?				CI Sometimes	3 Often
	Does your dilid nod hisher head to indicate yes?			O Not Yet	CI Sometimes	Ci Often
	Cerads Trans Company to the Company	1		WW 24/202 9 12/2	C 20116(01162	ora crategos
14,	Does your disid use sounds or words to get attention or he	io7		CI Not Yet	Ci Sometimes	O Often
	Does your child string sounds together, such as which, man		return en		O Sometimes	O Often
15.	About how many of the following consonant sounds does	vour chišci use:	, -,	INC AVEN A LLE	as statement	Section of the section of
	ma, na, ba, da, ga, wa, la, ya, sa, sha?	San and a san a	O None	01-2 O	3-4 (35-6	CI over 8
W	ords was a second and a second se		The state	1 1 1		11 m
17.	About how many different words does your child use mean					
	that you recognize (such as being for bottle; gaggre for dog		O Mone		4-10 🖾 11-30	(I) OVER 3(I)
18.	Does your child put two words together (for example, mon	e cookie, bye b	ye Daddy)	7 (II Wot Yet	☐ Somettmes	O Often
	derstanding					
19.	When you call your duld's name, does heathe respond by lo or burning toward you?	oking		C) Not Yet	Ci Sometimes	3 Often
20.	About how many different words or phrases does your child stand without gestures? For example, if you say "where's yo tummy," "where's Daddy," "give me the ball," or "come he	re," without				
17.3	showing or pointing, your child will respond appropriately.		Ci None	<u> </u>	4-10 🗆 11-30	CI over 30
	Ject Use			1 14 1		
	Does your dulid show interest in playing with a veriety of of			O Mot Yet	O Sometimes	C) Often
¥£.	About how many of the following objects does your child u cup, bottle, bowl, spoon, comb or brush, toothbrush, washo ball, toy vehide, toy telephone?	loth,		a 1-2 a	3-4 O 5-8 :	I ores s
23,	About from many blocks (or rings) does your child stack?	Stacks			CI 3-4 blocks CI	5 or more
	Does your child pretend to play with toys (for example, feet stuffed animal, put a doll to sleep, put an animal figure in a	da		O Not Yet	© Sometimes	© Often

Do you have any concerns about your child's development? O yes O no If yes, please describe on back.

Communication and Symbolic Behavior Scales Developmental Publish by Assy M. Wetherby & Borry M. Frizant

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Passages - Washington County Satellite • University of Maine - Machias • Room 101, Torrey Hall • Machias, Maine • 04654 • Telephone: (207) 255-1468

Name of Student:		Passages Pr	Passages Program Graduation Year:	ation Year:				
COURSEWORK	FINAL	FINAL	CREDITS	COURSEWORK	FINAL	FINAL	CREDITS	CUMULATIVE
	Pass/Fa	Grade	EARNED		Pass/Fail	Grade	EARNED	CREDITS
•	•	(optional)				Equiv.		EARNED
BUDGETING			1	PARENTING		(10.00	-	
COMMUNITY RESOURCES and SUPPORT			-	PREGNANCY			-	
COMPUTER PROFICIENCY				READING AND WRITING				
CONFLICT RESOLUTION			-	SCIENTIFIC METHOD			-	
CREATING SOMETHING				SELF-CARE				
(ART)						•		,
CRITICAL THINKING			1	SEXUALITY				
EARLY CHILDHOOD DEVELOPMENT			-	SHOPPING			_	
FIRST AID				TRANSPORTATION				
HEALTH AND NUTRITION			-	UNDERSTANDING			_	
				ABUSE			_	
HOME SAFETY / ORGANIZATION			1	U.S. CITIZENSHIP			-	
INFANT CARE			_	ELECTIVE			-	
				Chorus		•		
JOB HUNTING			_	FINAL PASSAGE Project			_	
				1				
MATHEMATICS				and the same of th				
TOTAL CREDITS EARNED			13				12	25
			-	_	_			ì

Students receive quarterly progress reports from their teachers, and earn a pass/fail grade on their completed course work. In addition, we provide optional grade equivalencies for Wayfinder Schools is a private, alternative, high school approved by the Maine Department of Education since 1973. We offer 25 credits for the home-based Passages program. officially completed Passages and graduated on students applying to college. Because of our small size, no class rank is assigned.

Authorized Signature:

University, Audubon Expedition Institute, University of New England, New England College, Southern Vermont College, Savannah School of Art and Design, Philadelphia Institute Maine, and the Maine Technical College System, Antioch, Cornell, College of the Atlantic, Bates, Goddard, Marlboro, Reed, Unity, Warren Wilson, Wheelock, Lesley, Tufts, Norwich Graduates of Wayfinder School have been accepted at the following institutions: University of Maine at Orono, Farmington, Machias, Augusta, Presque Isle, University of Southern of Art and others.

## RESIDENTIAL PROGRAM TRACK - ASSESSMENT DOCUMENTS

### Weekly Evaluation Rubric/Check-In

		WAYFIN	WAYFINDER SCHOOLS	STO		
	WEEK	CLY ASSESSME	NT AND AT	WEEKLY ASSESSMENT AND ATTENDENCE RUBRIC	<i>T</i> \	
	ATTENDED	ENGAGEMENT / DEPTH OF	DEPTH OF	INTERPERSONAL	OVERALL	FOLLOW
-	CLASS:	PARTICIPATION	LEARNING	SKILLS/RESPONDING	EFFORT	THRU:
NAME				TO FEEDBACK:		FOLLOW UP
DATE	YES/No			MATURITY AND	•	ASSIGNMENTS
				RESPECT		HANDED IN
						YES/No
CAREER						
EXPLORATION						
APPRENTICESHIP						
WRITING GROUP						
					1	
DIVERSITY AND						
SOCIAL JUSTICE						
AMERICAN SIGN						
LANGUAGE						
GREEN INITIATIVE						
MENTORING						
LITERATURE AND						
READING GROUP						
CREATIVE ARTS:						
ART THEORY AND						
PRACTICE, MUSIC,						
THEATER, AND						
DANCE					·	

PASSAGE PROJECT SCIENCE/SCIENCE LIVING / CHORES AMERICAN SIGN CULINARY ARTS DOCUMENTARY FILM STUDIES EXPERIENTIAL RESTORATIVE RESIDENTIAL AWARENESS/ EXPEDITIONS PHYSICALLY LANGUAGE EDUCATION PRACTICES SELF CARE LEARNING PERSONAL LEARNING SERVICE HEALTH JUSTICE ACTIVE FIELD MATH LAB

Post-	
GRADUATION	
PLANNING	
REAL LIFE SKILLS	

### SCALE

- 0 NOT PRESENT / NON-PARTICIPATORY
- 1 PRESENT BUT NON-PARTICIPATORY / POOR ATTITUDE / LACK OF EFFORT
- PRESENT BUT NOT CONSISTENTLY OFFERING POSITIVE CONTRIBUTIONS / LESS THAN POSITIVE ATTITUDE / DISTRACTING TO OTHERS AT TIMES / DETRACTING FROM THE OVERALL LEARNING EXPERIENCE

7

- MET BASIC EXPECTATIONS / SHOWED SUFFICIENT AMOUNT OF EFFORT AND ENGAGEMENT / WAS NOT DISRUPTIVE OR DISRESPECTFUL / BUT DIDN'T CONTRIBUTE MUCH TO THE OVERALL LEARNING EXPERIENCE

60

- DEMONSTRATED A POSITIVE ATTITUDE AND CONSISTENT EFFORT THROUGHOUT / CONTRIBUTED POSITIVELY THE OVERALL LEARNING EXPERIENCE I
- EXCEPTIONALLY PARTICIPATORY / HIGHLY ENGAGED AND ENTHUSIASTIC /SUPPORTIVE TO OTHERS / ENHANCED THE OVERALL LEARNING EXPERIENCE

### SAMPLE QUARTERLY REPORT TEMPLATE SUBMITTED BY LEAD TEACHER ELISABETH ARONEAU

A.B. Quarterly Report December 2015 and January 2016

### **Overall Summary**

The last couple of months have been both challenging and deeply rewarding. We had a wonderful couple of weeks leading up to the holidays, including an all-crew "Secret Elf" celebration, at which we presented each other with entirely homemade gifts. January was packed with a lot of intense academic work and some active weekends in the outdoors. Along with snowshoeing and sledding, our students have entirely embraced our brand new ice rink on campus. In addition, both New Gloucester and Camden students participated (and placed!) in the International Toboggan Championships at the Camden Snow Bowl. On the academic side of things, I've noticed a deeper focus when it comes to homework assignments and class discussion. It's been exciting to watch students begin to carve out, develop, and really hone in on their Personal Passages Projects and post-graduation plans. While our community has been met with some challenges and changes in recent months, we've stuck closely together, holding tightly to and believing deeply in restorative practices, particularly restorative circles, where students continue to thrive, evolve, and express themselves with honesty, insight, and profound personal strength.

It's been a pleasure to witness AB's continued growth this quarter. He's a model student in the classroom—consistently engaging with the work at hand, embodying respect, expressing curiosity and enthusiasm; he's really opened up to his peers and community as a whole; he's working hard at his Career Exploration at The Village Store; he remains present, deeply honest, and wise in weekly circles. I've seen AB working through moments of frustration and impatience with grace and ownership. I see him making a clear effort to turn in assignments both consistently and thoroughly. I see him so often taking the higher road. AB is a wonderful representative on his community both on and off campus. I very much look forward to witnessing his continued growth in the coming months.

### Academics

In Diversity, Film, and Peace Studies, we've discussed gender and sexuality, and explored how culture and media affect these aspects of identity. This included a collage project that expressed individual ideas about what it means to be a man and what it means to be a woman. We discussed stereotypical male and female identity constructions and examined the way in which we've personally experienced them. Students created individual broadsides—a blend of image and narrative—that captured memories of men crying. Students shared their pieces with bravery and we discussed how these moments challenged or reinforced notions of masculinity. I was blown away by the work each student produced. I was even more moved when the group requested to complete the same assignment again, this time to explore women crying. This led to some fascinating discussion about differences between male and female experience. In preparation for Martin Luther King Jr. Day, we dove into a mini unit that centered on the civil rights movement and race. We used the film, *Freedom Riders*, as our primary text to examine and compare race relations then and now. We traveled to Bates College to participate in their annual MLK Day conference and celebration. Our students heard an inspiring keynote address, saw a play

performed by incarcerated teens that explored important questions regarding the impact of systemic racism, and listened to Bates community members share excerpted original texts by MLK. We'll build off of our foundational knowledge from this mini unit in the spring when we continue to examine race, privilege, and systems of inequalities.

AB continues to exhibit a consistent level of engagement in Diversity, Film, and Peace Studies. I deeply appreciate his participation when it comes to conversation. AB isn't afraid to question or challenge his peers; he speaks bravely and proudly. I appreciate his ability engage in respectful, passionate debate. AB struggled a bit to understand and accept some of the ideas and opinions shared during our gender unit. However, the broadside project seemed to speak to AB and allow him to better understand some new perspectives. AB demonstrated gratitude and engagement during MLK Day at Bates. He expressed deep appreciation for the exposure to MLK's history and legacy. I very much appreciate both AB's perspective and his willingness to share his story with his peers.

We recently wrapped up our creative nonfiction unit in Writing. We examined examples of the personal essay, lyric essay, memoir, and blends of all three. At the heart of this unit we tackled the college essay. Students were encouraged to think outside of the box, channel their creativity, and utilize their new understanding of nonfiction to infuse their college essay with fresh language, surprise, authentic voice, and detail, detail. We practiced the art of revision—a lesson that some found quite tedious and exhausting—by completing three total drafts. When all was said and done, each student composed a solid, wildly unique, brave narrative. We just transitioned into our poetry unit where we've begun to closely examine "the line," the thing that separates poetry from prose, the tool that creates tension and wonder. I very much look forward to exploring this art further in the coming weeks.

AB continues to work diligently on his writing. It's been quite exciting to watch AB's writing skills develop over the last couple of months. He's writing more, he's open to feedback, and he embraced the revision process while developing his college essay. AB's built his essay around his love of engineering, his love of taking things apart—the essay incorporated humor, detail, and some lovely scene work. While www still has some significant technical skills to work on, I appreciate the sentiment and big picture he expresses on the page.

ASL has focused on the use of visual gestures and expanding vocabulary related to cooking this quarter. This new vocabulary will lead to recording ASL student cooking shows. Students will write their own scripts, set up props, and establish costumes that exhibit the type of chef they choose to embody ("angry," "tired," etc.). Natalie is very much looking forward to the creation and filming of these pieces. She hopes that this visual exercise will encourage students to step outside of their comfort zones.

Natalie reports that AB remains attentive and respectful in class. He's showing an interest for the assignments and practicing his skills in class. AB is progressing well with the cooking show assignment—he seems to be having fun making the show his own by experimenting with gestures. Natalie appreciates AB's present and engagement in class.

In the past quarter in Ecology there's been a focus on both forest ecology and marine ecology. In our look at the oceans we spent a lot of time focusing on the Gulf of Maine and global warming. Because the Gulf of Maine is warming faster than any other area in the ocean, and because so many people's livelihoods depend on it, we were able to examine how potential warming might affect fishing stocks, as well as overall ocean health. In our examination of the forest, we spent time looking at winter ecology and how animals and plants survive and alter their habits in the

winter. We also related this discussion to global warming, our unusually warm winter this year, and the changes that is having on animal behavior.

Alex reports that AB is doing very well in Ecology. He is consistent with his homework, demonstrates effort, and is fairly attentive and participatory in class. Although AB struggles occasionally with vocabulary and technical writing skills, Alex sees this as a minor issue. He very much appreciates AB's input and thoughtful remarks during discussions, as well as his level-headedness.

In Creative Arts this quarter, Kate Beever, a music therapist working with 317 Main, taught percussion basics that incorporated call-and-response vocalization and laying the groundwork for freestyle and written lyrics. Kate taught students how to express emotions, identities and ideas through music. Students took turns leading the group. At the end of the course, each student learned a number of rhythms and musical styles, performed those rhythms individually and within an ensemble, and facilitated a drum circle. Students traveled to 317 Main at the end of January and presented their learned skills and mentored newcomers who joined the drum circle. Crystal was very pleased with this partnership and looks forward to all that is ahead in the coming quarter.

Crystal reports that AB was a very motivating, talented addition to our seven week course on drumming—he brought with him skills from his past and was able to incorporate them in a meaningful way with the group. AB excelled in drumming and Crystal hopes he continues to express himself in this profound, musical fashion. She would like to see AB work on owning his abilities and proudly sharing them with others.

In Literature this quarter, we finished Sherman Alexie's Novel, *The Absolutely True Diary of a Part-Time Indian*. Throughout this process, the students continued to keep track of vocabulary and turn in weekly written responses to the text. I was floored and overjoyed by the amount of enthusiasm and engagement the group exhibited on a weekly basis. Discussions about the book and its main themes, up until the last pages, were rich and challenging. Having finished a seminar-style semester of group reading, we're now using class time to work on individual reading assignments. Students each chose a work of literature they'd like to spend the coming months reading and exploring, and we've been using in-class sessions as opportunities to read in a structured way and out of class assignments to reflect on the reading.

AB remained very engaged in Literature while we worked to finish Alexie's novel. He seemed both moved and entertained by the text. AB is reading *Into the Wild* by John Krakaur for his independent reading assignment. He seems to be enjoying the text. AB appreciates the world of non-fiction, "real stories" as he says. I appreciate AB's interest in expanding his vocabulary—you'll often find him circling words and carting around a dictionary.

Radical Math, which often relates to concepts we're exploring in Diversity, Film, and Peace Studies, has been more focused on individual learning plans this quarter, particularly as some students prepare to take the SAT. We continue to integrate IXL, an online math program that meets students at their level and helps them develop new skills to move forward. Students work in small groups with tutor support. As we begin our immigration unit in Diversity, Film, and Peace Studies (in preparation for our trip to New York City), we'll begin examining statistics as a group further.

AB continues to excel in math. He remains focused and hungry to learn new concepts and advance his skill set. He consistently turns in assignments and remains engaged in class. He's

established a strong relationship with Rick, one of our tutors, and works diligently each week with one other student. Most recently they've been working on SAT preparation. I admire AB's determination and commitment to this task as its most definitely not an easy one. I see AB working to truly learn and absorb the material, even when its challenging. AB remains patient and passionate in this class.

In health class students have discussed a wide variety of topics—to name a few: gender fluidity, love, sexually transmitted infections, good break-up protocol, healthy relationships, consent, and more recently, reproduction and anatomy. Class discussions have been increasingly more focused on the topic and students are feeling more driven to learn about relationships, their bodies, and how their bodies work.

Dana reports that she can always count on AB to contribute and actively listen in Health Class. She sees him absorbing all that is being said. When sharing his thoughts and opinions in class, he remains respectful and open. Not only that, but he appreciates the topics others bring to the class and says so. He consistently turns in homework. Dana encourages AB to keep up the good work!

For mentoring credit, we've been collaborating with Tree Street Youth Center in Lewiston, Maine, an afterschool program grounded in academics, art, and athletics. Our students work on a number of initiatives, from music workshops to traditional tutoring to play-based learning. We're extremely excited to be connecting with this diverse and dynamic community. Our partnership continues to grow and it's exciting to see our students dive right into the work each week.

It's been exciting to watch AB find his place at Tree Street. Rather than giving into the urge to float or hang out with friends, AB's shown a commitment to leading weekly art projects. At first he seemed to rely heavily on Crystal to help him organize the plan but now seems to embrace more of a leadership role. I've seen him challenge himself to work though moments of frustration—AB admits that working with younger students is a challenge; I've seen him really let his guard down and have fun. I appreciate his passion and learned patience in this often unpredictable space. I see AB growing and embracing the opportunity to engage with this work.

Over the past two months we have continued to utilize the text *Changing Lenses* in Social Justice. We spent the initial weeks on the "Retributive Justice" chapter which introduced the students to the "punishment paradigm" and its shortcomings. We followed our discussions on "retribution" with three weeks of exploring the rights that each student needs to know in relation to their contact with law enforcement. Our discussions were aided with material provided by the Maine Chapter of the American Civil Liberties Union. We are now viewing and examining *Making a Murderer*, a ten-part documentary that focuses on a murder that took place in rural Wisconsin over ten years ago. The students are learning about the injustices that can occur when individual rights are violated.

AB is a pleasure to have in Social Justice. He's consistently engaged, on top of his homework assignments, and always respectful. He often contributes to discussion and seems to listen deeply when engaged in conversation. AB is very much enjoying our exploration of *Making a Murderer*—he's nearly on the edge of his seat each class as we unpack this shocking story episode by episode.

### Personal Passage Project

Student have identified Personal Passage Projects that they will develop this semester and present before graduation at the end of the year. These projects provide students with an opportunity to

learn about themselves and to focus on a personal goal, challenge, or fear that they want to address in their final months at school. They will work with a Passage Project mentor on staff to complete the projects and to get advice. I'm very excited about each of these projects and equally excited to see where they ultimately lead. In four short months, we'll see their final presentations!

AB is building his Personal Passage Project around his own personal gratitude and his commitment to helping those in need. His project focuses on homeless populations and intends to debunk many myths and assumptions about these communities. AB is working with Kay, our sewing teacher, to make as many quilts as he can in the next few months. He plans to personally distribute these quilts around the Lewiston area (where AB lived before coming to Wayfinder). I admire AB's passion and commitment to this project and very much look forward to seeing it come to life.

### **Career Exploration**

AB has become a solid worker at The Village Store. The only complaint from his boss is that we don't let AB work more often! AB is clearly valued and appreciated in this space. AB appreciates that this Career Exploration placement allows for ample exposure to the English language. In addition, he appreciates the high paced nature of the work. AB has a tendency to find the good in things and goes to work ready to embrace the opportunity for conversation and learning.

### **Residential Living**

As I mentioned earlier, we've remained active despite the cold, but are also enjoying the indoor activities as well. The group soared and bounced at Get Air, an indoor trampoline park in Portland. They've been sledding, hiking, and utilizing our nearly three-hundred acre campus. The students also sang carols for elders at Gray Manor, and exchanged homemade and extremely thoughtful Secret Santa gifts at our pre-vacation celebration dinner. In addition to all of these events and activities, the groups continue to participate in chores, cooking and culinary projects, and our weekly community circles. While the past couple of months have tested and challenged all of us, we continue to learn how to live together, and I've been happy to see more cohesion and kindness within the peer group.

AB is a true leader within his community. He has a wisdom that translates and has earned him the respect of his peers. He has the ability to see the big picture. AB stays on top of his chores, keeps his room clean, and helps do extra when asked. That said, there are other students that help out more frequently to keep the house functioning without even being asked. When it comes to our weekly residential circles, AB again is a leader when expressing his feelings and logic. He contributes honest, wise, and powerful feedback. I very much admire his belief in forgiveness. He continues to move forward and is more patient, open, and invested every day. AB is a joy to have in the house. I'm beyond excited to witness his continued evolution at Wayfinder.

### Conclusion

The last few months have been quite a whirlwind, and it's nice to see the students charging ahead and demonstrating immense growth. We are working hard as a unit to live together collaboratively. I very much look forward to all that is ahead.

### Career Exploration: Time Sheet & Weekly Evaluation

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Name of Site Supervisor:

Comments						
Hours Worked					Total weekly hours:	
Date						
Day	Monday	Tuesday	Wednesday	Thursday		

On a scale of 0-5 (with 5 being best), please rank the student's performance this week in the following areas:

- Was reliable and trustworthy
- Fulfilled weekly work hour expectations
- Dressed appropriately
- Communicated in a professional manner
  - Maintained a respectful attitude
- \_ Demonstrated effort and engagement on a daily basis
- Followed the norms and expectations of the work place
  - Went above and beyond expectations

On a scale of 0-5 (with 5 being best), please rank the student's overall performance this week at your Career Exploration site;

Additional feedback, comments, or concerns:

Supervisor
Site
Exploration
of Career
Signature

Date

### **Career Exploration Tracking Sheet**

(2016-2017/Term 79)

Na	me of student:
Ca	reer Exploration Site(s):
Sta	art and End Date of Enrollment:
Sta	art and End Date of Career Exploration Placement:
0	Please cross out all days that the student is not required to work W= day of work completed
	X = did not complete a required day of work / unexcused absence E = excused absence

0	S	=	sick	day

MONTH	NOTES
SEPTEMBER	·
1 2 3 4 5 6 7 8 9 10 11 12 13	
14 15 16 17 18 19 20 21 22 23	
24 25 26 27 28 29 30	
Total number: workdays required: workdays completed: unexcused absences: excused absences: sick days:	·

### Career Exploration Site Supervisor Mid-Term & Year End Evaluation Form

Dear Career Exploration Site Supervisor,

Once again, thank you so much for providing this invaluable opportunity for one of our students to gain some actual hands-on

work experience while attending Wayfinder Schools. We sincerely hope that your experience as a site supervisor has been rewarding for you and your organization.

As part of our assessment and review process, we ask that you complete the following *mid-term* evaluation form regarding the

overall performance up to this point of the Wayfinder student who has been involved with your organization through our Career Exploration program. Please base your responses below on the overall time you that you have currently spent observing this student in your workplace.

We also ask that you take some time to evaluate your own experience as a Career Exploration site supervisor thus far.

On a scale of 0-5 (with 5 being best), please rank the student's overall performance in the following areas:
Was reliable and trustworthy
Fulfilled weekly work hour expectations
Dressed appropriately
Communicated in a professional manner
Maintained a respectful attitude
Demonstrated effort and engagement on a daily basis
Followed the norms and expectations of the work place
Went above and beyond expectations
On a scale of 0-5 (with 5 being best), please rank the student's current overall performance at your Career Exploration site:
Please feel free to use the space provided to offer any additional feedback:
On a scale of 0-5 (with 5 being best), please rank your overall experience as a Career Exploration site supervisor working in collaboration with Wayfinder Schools.
Please feel free to use the space provided to offer any additional feedback:
Signature of Site Supervisor: Date:

### Personal Passages Project - Residential Program Track

A yearlong individual project that focuses on a specific passion or deep interest that is directly tied to your personal history, your story, and your sense of self.

This is a not a traditional research project. This is about you.

### BEGIN HERE...

- 1. What was your favorite game to play as a child? What did you enjoy about it?
- 2. Think about your earliest memory. Describe it. Why does this moment stick with you?
- 3. Fast forward ten years. Where are you? What is the most important thing in your life?
- 4. Name something that you want to accomplish in the future.
- 5. When do you feel at peace? Curious? Challenged? Thrilled?
- 6. If you were to teach someone something, what would it be? How would you describe its significance? How would you help your audience connect with the material?
- 7. If you could change one piece of the world, what would it be and why would you change it?
- 8. If you could practice, study, or explore one thing for the rest of your life, what would it be?

### QUESTIONS TO KEEP IN MIND...

How does this project connect to your past, present, and future?

What kind of help will you need in order to make your Passages Project what you want it to be? What materials will you need?

When you visualize your presentation at the end of the year, what do you imagine? Where might the presentation take place? Who will you invite? What will your presentation look like? A demonstration? A slideshow? A performance?

### Personal Passage Project Timeline

Passage Mentor:	
	Passage Mentor:

Notes and Reminders:

### December 14-January 3 THROUGH WINTER BREAK

Goals:	
1.	
2.	
3.	
Notes and Reminders:	
January 4-10	_
Goals:	
1.	
2.	
2	
3.	

Notes and Reminders:

January 11-17		
Goals:		
1.		
2.		
3.		
Notes and Reminders:		· ·
January 18-24		
Goals:		
1.		
2.		
3.		1
Notes and Reminderes		

3

### Personal Passage Project + Post Graduation Plan: Circle Presentation Guidelines

By next Wednesday 1/27 everyone must prepare a 3-5 minute presentation that explains, in detail, a summary of their passage project vision and a summary of their post graduation plan.

### Guidelines:

- Create a Google Doc and name it "PPP + Post Grad Plan Presentation"
- Share your Google Doc with Elisabeth and your staff mentor by Monday 1/25
- In 300-400 words describe the idea for your personal passage project:

What does it look like? Is it a presentation, a film, an art show, etc.?
What does this project have to do with your identity, your past, your future?
What is the point of your project?
Why do you care so deeply about this vision?
What have you accomplished so far in your planning?
What does your timeline look like?
Who are you going to invite?
Describe your next steps

- In **200-300 words** describe your post graduation plan:

What colleges/universities are you planning on applying to?
Why are you interested in these schools specifically?
What have you discussed with Alli so far (areas of interest, future goals)?
What will this upcoming summer look like for you?
What will next fall look like for you?
What will you be doing?
Where will you live?
Will you be working? Where?
What do you want your life to look like after school?
What support do you need around any of these pieces?

- Use your written summaries as talking points for your presentation. You'll be presenting in front of your peers and staff members at circle next week.

### **Student Feedback & Evaluation (Residential)**

Please take a few minutes to complete the survey below. Your answers will remain anonymous. Thank you.

- 1. The best part about Wayfinder Schools is:
- 2. The most important thing I learned was:
- 3. One thing I'd like everyone to know about Wayfinder Schools is:
- 4. Please underline or put an X in front of the answer that most accurately represents your feelings. Thank you.

### Community:

Since	coming to Wayfinder Scho	ools, I feel more co	nnected to my cor	nmunity
	Strongly agree	Agree	Disagree	Strongly disagree
Since	coming to Wayfinder Scho	ools, I feel more inv	ested in my comn	nunity
	Strongly agree	Agree	Disagree	Strongly disagree
Since comm	coming to Wayfinder Scho unity	ools, I feel more ab	le to affect positive	e change in my
	Strongly agree	Agree	Disagree	Strongly disagree

### Life Skills

Since coming to Wayfinder Schools, I have learned new life skills like cooking & budgeting

Strongly agree Agree Disagree Strongly disagree

Since coming to Wayfinder Schools, I've learned how to set goals for myself and follow through

Strongly agree Agree Disagree Strongly disagree

Since coming to Wayfinder Schools, I've learned new skills for living independently after graduation

Strongly agree

Agree

Disagree

Strongly disagree

### Job Skills

Since coming to Wayfinder Schools, I have learned new job seeking skills like how to complete an application, write a resume and cover letter and conduct myself on an interview

Strongly agree

Agree

Disagree

Strongly disagree

Since coming to Wayfinder Schools, I have learned new job skills like how to manage my time and communicate with supervisors and co-workers

Strongly agree

Agree

Disagree

Strongly disagree

Since coming to Wayfinder Schools, I feel better prepared to enter the workforce

Strongly agree

Agree

Disagree

Strongly disagree

### <u>Arts</u>

The arts program at Wayfinder Schools helped me stay invested in school

Strongly agree

Agree

Disagree

Strongly disagree

The arts program increased my confidence

Strongly agree

Agree

Disagree

Strongly disagree

The arts program helped me feel more connected to my community

Strongly agree

Agree

Disagree

Strongly disagree

### **Environment**

Green Initiatives Class helped me learn practical life skills like planting my own food

Strongly agree

Agree

Disagree

Strongly disagree

Green initiatives helped me feel more connected to my community

Strongly agree

Agree

Disagree

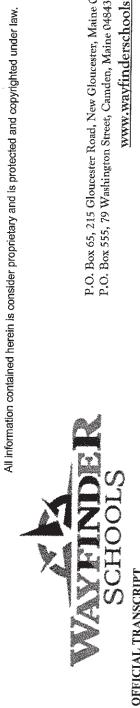
Strongly disagree

### General

Since coming to Wayfinder Schools, I feel more confident in myself and my abilities

Strongly agree	Agree	Disagre	ee	Strongly dis	agree
Post-graduation plans (pl	ease circle one)				
I have a job lined up for a	fter graduation:	Υ	N		
OPTIONAL: My job will be					
I have been accepted to a	college or technic	al training	program:	Υ	N
OPTIONAL: The program I	ve been accepted to	) is			
OPTIONAL: My other post-	graduation plans inc	lude:			
OPTIONAL: Additional com	ments:				

Thank you!



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Name of Student:	FALL	FALL	SPRING	SPRING	FINAL	TOTAL
COMPLETED COURSEWORK	SEMESTER GRADE	SEMESTER CREDITS	SEMESTER GRADE	SEMESTER CREDITS	GRADE	CREDITS
CAREER EXPLORATION:		2		2		4
ECOLOGY LAB + LECTURE		1				2
RADICAL MATH + INDIVIDUALIZED MATH						2
LITERATURE		٠,		٠٠;		1
WRITING		.5		5:		
MENTORING + SERVICE LEARNING		5.		5:		1
CREATIVE ARTS		_				7
DIVERSITY, FILM, + PEACE STUDIES		5.		ı.		1
SOCIAL JUSTICE		5.		5.		
AMERICAN SIGN LANGUAGE		.5		3:		
REAL LIFE SKILLS:		5:		۸.		
HEALTH AWARENESS+WELLNESS: Sex Education + Physical Education		_				2
RESIDENTIAL LIVING SKILLS:						
Chores, Policies, Relationships, + Restorative Practices		1				2
Culinary Arts		,		s.		
Experiential Learning Expeditions		5.		.5		1

		שנים וממו ומיום מלא ויפו ומים ומים ומים ומים ומים ומים ומים ומי	2000	445	
PERSONAL PASSAGE PROJECT	č.	-	5.		1
TOTAL CREDITS EARNED	11.5/24		12.5/24		24/24

Wayfinder Schools are private, alternative, residential high schools approved by the Maine Department of Education since 1973. We offer 24 credits for the nine-month program. We provide optional narrative evaluations, in addition to transcripts, for students applying to college. Because we have only eight residential students per campus, no class rank is assigned.

### AUTHORIZED SIGNATURE

Dottie Foote, PhD, Head of Schools:	
oseph Hufnagel, Director of Residential Programs:	

# Performance Measures (Indicators)

TAB8

Charter School Name:

Wayfinder Academy

Indicator and Measure	Target	Documentation to be
		Provided by School
A, Student Academic Proficiency: State Assessments Measure 1. Proficional of the state Academic Academ	Percent of students scoring proficient and above on the ELA portion of the Maine State Assessment.	Percent of students at each grade level
Assessments in reading.	Year 1 will serve as baseline for the target percentage rate of students who are proficient. Subsequent years' targeted proficiency levels will be written in relationship to the state or local average.	scoring proficient on the ELA portion of the Maine State Assessment on a
	The following students will participate in the state assessment and have scores count toward improvement projections (student must meet all three criteria below):  1. Student is college bound  2. Student has been participating in the Wayfinder Academy	yearly basis.
	June; Residential: Nov-June) 3. Student is in final year of program completion	
A. Student Academic Proficiency: State Assessments Measure 2: Proficiency on State	Percent of students scoring proficient and above on the Mathematics portion of the Maine State Assessment.	Percent of students at each grade level
Assessments in math.	Year 1 will serve as baseline for target percentage rate of students who are proficient. Subsequent years' targeted proficiency levels will be written in relationship to the state or local average.	scoring proficient on the math portion of the Maine State Assessment on a yearly basis.
7,700		

	The following students will participate in the state assessment and have scores count toward improvement projections (student must me all three criteria below):  1. Student is college bound 2. Student has been participating in the Wayfinder Academy Program Track for a full academic term (Passages: Sept-June; Residential: Nov - June) 3. Student is in final year of completion	
B. Student Academic Proficiency: School Selected Assessments Measure 1: Growth on school	Percent of students who score proficient or above on school selected standardized assessment.	Percent of students scoring proficient or
selected standardized test in reading.	Year 1 will serve as baseline for target percentage rate of students who reach ELA goals. Subsequent years' growth will be based on baseline.	above (or the equivalent on the selected assessment) in reading.
	Passages Program Track	
	<ul> <li>Participant definitions:</li> <li>This measure will be tracked for students who have been participating in the Wayfinder Academy Passages Program Track for a full academic term.</li> <li>This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their educational attainment and can move through the curriculum at different rates.</li> </ul>	****
	Measures: 1. For students who take the Accuplacer and/or CASAS - Percent of students showing progress on Accuplacer within a one-year timeframe.	
	Residential Program Track	
	<ul> <li>Participant definitions:</li> <li>This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their educational attainment and can move through the curriculum at different rates.</li> </ul>	

	Measures: 1. For students who take the Accuplacer and/or CASAS - Percent of students showing progress on Accuplacer within a one-year timeframe.	
B. Student Academic Proficiency: School Selected Assessments	Percent of students who score proficient or above on school selected standardized assessment.	Percent of students scoring proficient or
selected standardized test in math.	Year 1 will serve as baseline for target percentage rate of students who reach Mathematics goals. Subsequent years' growth will be based on baseline.	above (or the equivalent on the selected assessment) in math.
	Passages Program Track	
	<ul> <li>Participant definitions:</li> <li>This measure will be tracked for students who have been participating in the Wayfinder Academy Program Track for a full academic term.</li> </ul>	
	<ul> <li>This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their educational attainment and can move through the curriculum at different rates.</li> </ul>	
	Measures: 1. For students who take the Accuplacer, Khan Academy Assessment or CASAS - Percent of students showing progress on test within one-year timeframe.	
	Residential Program Track	
	Participant definitions:  This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their educational attainment and can move through the curriculum at different rates.	
	Measures: 1. Percent of students achieving Mathematics goals as	

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Page 3 of 14 TAB 8 Performance Measures (Indicators)

	identified in the Individual Student Learning Plan (ISLP) within a one-year timeframe.  2. For students who take the Accuplacer or CASAS - Percent of students showing progress on test within a one-year timeframe.	
C. Student Academic Growth: State Assessments Measure 1: Same cohort growth on State Assessment in ELA	Same Cohort Growth: Compares percent of proficient and above students in one year to percent of proficient and above students from the same cohort in the following year.	Chart comparing same and successive cohort growth in reading.
	Successive Cohort Growth: Compares percent of proficient and above students in one year to the percent of proficient and above students at the same grade level in the following year.	
	Year 1: Establish baseline and create goals for each cohort and grade level for the next four years.	
	The following students will participate in the state assessment and have scores count toward improvement projections (student must meet all three criteria below):  1. Student is college bound 2. Student has been participating in the Wayfinder Academy Program Track for a full academic term (Passages: Sept - June; Residential: Nov-June) 3. Student is in final year of program completion	
C. Student Academic Growth: State Assessments Measure 2: Same cohort growth on State Assessment in math	Same Cohort Growth: Compares percent of proficient and above students in one year to the percent of proficient and above students from the same cohort in the following year.	Chart comparing same and successive cohort growth in math.
	Successive Cohort Growth: Compares percent of proficient and above students in one year to the percent of proficient and above students at the same grade level in the following year.	
	Year 1: Establish baseline and create goals for each cohort and grade level for the next four years.	
	The following students will participate in the state assessment	

	and have scores count toward improvement projections (student must me all three criteria below):  1. Student is college bound 2. Student has been participating in the Wayfinder Academy Program Track for a full academic term (Passages: Sept-June; Residential: Nov - June) 3. Student is in final year of completion	
D. Student Academic Growth: School Selected Assessments Measure 1: Proficiency on school selected standardized test in reading	Same Cohort Growth: Compares percent of proficient and above students in one year to the percent of proficient and above students from the same cohort in the following year.	Chart comparing same and successive cohort growth in math.
	Successive Cohort Growth: Compares percent of proficient and above students in one year to the percent of proficient and above students at the same grade level in the following year.	
	Year one: Establish baseline and create goals for each cohort and grade level for the next four years.	
	Passages Program Track	
	<ul> <li>Participant definitions:</li> <li>This measure will be tracked for students who have been participating in the Wayfinder Academy Passages Program Track for a full academic term.</li> <li>This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their educational attainment and can move through the curriculum at different rates. The cohort group will consist of students in their last year of the program.</li> </ul>	
	Measures:  1. For students who take the Accuplacer and/or CASAS - Percent of students showing progress on Accuplacer within a one-year timeframe.	
	Residential Program Track	
	Participant definitions:	

	This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their educational attainment and can move through the curriculum at different rates.	
	Measures: 1. For students who take the Accuplacer and/or CASAS - Percent of students showing progress on Accuplacer within a one-year timeframe.	
D. Student Academic Growth: School Selected Assessments Measure 2: Proficiency on school	Same Cohort Growth: Compares percent of proficient and above students in one year to the percent of proficient and above students from the same cohort in the following year.	Chart comparing same and successive cohort growth in math.
	Successive Cohort Growth: Compares percent of proficient and above students in one year to the percent of proficient and above students at the same grade level in the following year.	V 100
	Year one: Establish baseline and create goals for each cohort and grade level for the next four years.	
	Percent of students who score proficient or above on school selected standardized assessment in math.	
	Passages Program Track	
	<ul> <li>Participant definitions:</li> <li>This measure will be tracked for students who have been participating in the Wayfinder Academy Program Track for a full academic term.</li> <li>This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their educational attainment and can move through the curriculum at different rates.</li> </ul>	
	Measures:  1. For students who take the Accuplacer, Khan Academy Assessment or CASAS - Percent of students showing progress on test within one-year timeframe.	

	Residential Program Track	
	<ul> <li>Participant definitions:</li> <li>This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their educational attainment and can move through the curriculum at different rates.</li> </ul>	
,	<ul> <li>Measures:</li> <li>1. Percent of students achieving Mathematics goals as identified in the Individual Student Learning Plan (ISLP) within a one-year timeframe.</li> <li>2. For students who take the Accuplacer or CASAS - Percent of students showing progress on test within a one-year timeframe.</li> </ul>	
E. Achievement Gaps: State Assessment ELA Measure 1: Gaps in proficiency and	Year One: School identifies baseline gaps between non-identified subgroups and identified subgroups on proficiency in ELA on the state assessment and creates goals for years 2-4.	Chart comparing percent of proficient students in non-
subgroups are reduced on the state ELA assessment.	The following students will participate in the state assessment and have scores count toward improvement projections (student must meet all three criteria below):  1. Student is college bound 2. Student has been participating in the Wayfinder Academy Program Track for a full academic term (Passages: Sept-June; Residential: Nov-June) 3. Student is in final year of program completion	identified subgroups and proficiency levels of students in identified subgroups.
E. Achievement Gaps: State Assessment Math Measure 2: Gaps in proficiency and	Year One: School identifies baseline gaps between non-identified subgroups and identified subgroups on proficiency in math on the state assessment and creates goals for years 2-4.	Chart comparing percent of proficient students in non-
Subgroups are reduced on the state	The following students will participate in the state assessment and have scores count toward improvement projections (student must meet all three criteria below):  1. Student is college bound  2. Student has been participating in the Wayfinder Academy	identified subgroups and proficiency levels of students in identified subgroups.

	Program Track for a full academic term (Passages: Sept - June; Residential: Nov - June) 3. Student is in final year of completion	
E. Achievement Gaps: Local Assessment ELA Measure 3: Gaps in proficiency and	Year One: School identifies baseline gaps between non-identified subgroups and identified subgroups on proficiency in ELA on the school's local assessment and creates goals for years 2-4.	Chart comparing percent of proficient students in non-
Subgroups are reduced on the school's standardized ELA	Passages Program Track	identified subgroups and proficiency levels
assessment.	Participant definitions:  This measure will be tracked for students who have been	of students in identified subgroups.
	<ul> <li>participating in the Wayfinder Academy Passages</li> <li>Program Tract for a full academic term.</li> <li>This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their</li> </ul>	
	educational attainment and can move through the curriculum at different rates. The cohort group will consist of students in their last year of the program.	
	Measures:  1. For students who take the Accuplacer and/or CASAS - Percent of students showing progress on Accuplacer within a one-year timeframe.	
	Residential Program Track	
	<ul> <li>Participant definitions:</li> <li>This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their educational aftainment and can move through the curriculum at different rates.</li> </ul>	
	Measures:     1. For students who take the Accuplacer and/or CASAS -     Percent of students showing progress on Accuplacer within a one-year timeframe.	
E. Achievement Gaps: Local	Year One: School identifies baseline gaps between non-identified	Chart comparing

Assessment Math  Measure 4: Gaps in proficiency and growth between major student subgroups are reduced on the school's standardized math assessment.	subgroups and identified subgroups on proficiency in math on the state assessment and creates goals for years 2-4.  Passages Program Track  Participant definitions:  This measure will be tracked for students who have been participating in the Wayfinder Academy Passages Program Track for a full academic term.  This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their educational attainment and can move through the curriculum at different rates. The cohort group will consist of students in their last year of the program.  Measures:  1. For students who take the Accuplacer and/or CASAS - Percent of students showing progress on Accuplacer within a one-year timeframe.  Residential Program Track  Participant definitions:  This item is not tracked by traditional "grade level" as students come to Wayfinder at different timeframes in their educational attainment and can move through the curriculum at different rates.	percent of proficient students in non-identified subgroups and proficiency levels of students in identified subgroups.
Student Attendance Measure 1: Average Daily Attendance Rate	Percent of students who take the Accuplacer and/or CASAS - Percent of students showing progress on Accuplacer within a one-year timeframe.  Daily attendance is not tracked in the traditional sense of school attendance. This item will need special attention by the authorizer to determine the best measure of determining attendance to be in compliance with requirements.  Students in the Passages Program Track are not tracked by	Unknown to be determined jointly between authorizer and school.

	traditional "grade levels" because they enter the program at different timeframes in their educational careers and because the time it takes to move through the program is highly flexible.	
	Passages Program Track	
	Students in the Passages Program Track design their schedules around caring for their child, work and school. Daily attendance is not tracked as a student may choose to complete work at different times other than in a daily work format. Daily check-ins between student and teacher (Monday-Friday) is a part of the program.	
-1-	Please refer to the narrative section on the methods used to how monitor completion of assignments and reducing individual barriers to successful course completion.	_
	Residential Program Track	
	Because of the residential nature of the program, students are present 7 days a week and daily attendance is mandatory. In theory, attendance is 100%. Should a student miss an activity, staff work with that student to attend the following day, paying particular attention to meeting the student's needs and potential causes for a missed activity.	
Student Enrollment Measure 1: Maintaining student enrollment throughout the year	Yearly Target: percent of students enrolled on state "count day" who are still enrolled on the last day of school.	Report on percent of student enrolled on
	Target percentages will vary between programs.	state "count day" who are still enrolled on last
	Passages Program Track	day of school.
	Target enrollment for passages is 80-90%	
	Residential Program Track	
	Target enrollment is 80-90%. Note: due to the residential program component, some students find difficulty living away from family and choose to leave the program and reapply the following year.	

	Enrollment remains open until November 1, so the school can fill vacancy within a timeframe that allows newer students to successfully complete their coursework.	
Student Enrollment Measure 2: Student re-enrollment from one year to the next	Yearly Target: Percent of the student body who are eligible for reenrollment at the end of one year will indicate their intent to return the following school year.	Enrollment records summarized and indicating annual re-
	Passages Program Track	enrollment.
	Target re-enrollment rate is 80-90%	
	Residential Program Track	
	Re-enrollment is not applicable to the Residential Program Track as students move through the program within a one-year timeframe.	
Student Enrollment Measure 3: Student enrolled continuously for multiple years	Continuous enrollment is not tracked the same as a traditional public school. This item will need special attention by the authorizer to determine the best measure of determining attendance to be in compliance with requirements.	Enrollment records and graph/data tables indicating longevity of students enrolled.
	Passages Program Track Depending upon the educational attainment of students entering the Passages Program, the student may or may not attend the program in multiple years. It is fitting for a student needing only partial credits, to stay for a shorter stay. Students are given the time they need to finish the program, due to the multiple demands of work, school and parenthood.	
	Residential Program Track	
	This measure is not applicable to the Residential Program Track, since students attend for a nine-month timeframe only.	
Financial Performance and Sustainability Measure 1: Budget versus actual	Monthly financial reports and evidence that reports are reviewed by governing board.	Quarterly financial reports will be provided to the authorizer.

revenue and expenditures	When monthly financial vary by more than 5%, the variance will be flagged for special governing board consideration.	Annual financial audit by a qualified, certified public accountant or public accountant certified by the board of accountancy will be submitted to the Maine State Charter School Committee.
Governance Board Performance & Stewardship Measure 1: Public accountability — Transparent, responsive, and legally compliant Board operations	Yearly Goal One: Board will meet one time per month as a minimum. Evidence of required bylaws and policies will be in place and be regularly reviewed as indicated in minutes.  Yearly Goal Two: 100% of governing board agendas and minutes will be made available to the public.	Agendas and minutes of board meetings will be posted on the school's website and/or posted at the school in a public place.
Adequacy of Facilities  Maintenance in Support of Program Measure 1: Facility meets State standards	Yearly Goal: Facility will meet all applicable state expectations for public schools.	Annual review of maintenance for facility. Observation during authorizer visits. Facility records, policies, and procedures available on request. Capital Improvement Plan.
Transportation & Food Service Measure 1: Record of costs and student utilization		Contract for transportation Record of costs
Transportation & Food Service Measure 2: Record of costs and	Passages Program Track	Record of costs and student utilization of

student utilization	As a community-based program, meals are not provided in this track.	food program for Residential Program
	Residential Program Track USDA food program will not exceed budgeted amounts or will be subsidized with funds not included in state per pupil reimbursement.	Irack. Survey students annually regarding satisfaction with food quality.
School Social and Academic Climate Measure 1: Instances of bullying, harassment, or other abusive	Yearly Goal: School will report the number of behavioral incidents using the state and federal reporting requirements.	Record of reports submitted to state and federal agencies.
practices.		Action plans taken by the school to improve the school climate.
School Social and Academic Climate Measure 2: Confidential survey of parents, staff, and students	School will gather and respond to family, student and staff perceptions to the quality of the school's social and academic climate.	Results of completed surveys of students, parents and staff.
	The school will design and administer an annual survey of students, parents and staff on school social and academic climate. Based on the results of the survey, the school will create and implement an action plan to improve school climate.	Action plans taken by the school to improve the school climate.
Parent and Community Engagement Measure 1: Parents are offered reasonable activities in which to participate in school activities	Activities will be designed to include parent participation. Parent input will be sought annually in the design of relevant activities to build school community. Parents will receive ample notice to be able to participate in school community building activities.	Record of offerings and number of parents/family members and friends in attendance.
Parent and Community Engagement Measure 2: Community partner feedback for school improvement	Community partners' feedback will be sought verbally and through written methods (surveys, emails, etc.) to improve school activities, including service partners, work/employment partners and community-based public and non-profits with whom Wayfinder engages on behalf of students.	Summary of community feedback highlighting successes and areas for improvement.

Parent and Community	The school will actively recruit and train volunteers who work at
Engagement	the school and directly benefit school activities.
Measure 3: Volunteer involvement in	
the school	

Number of volunteers, activities they perform and number of hours donated annually.

## A.5 School Climate and Discipline

Ensuring a safe and supportive learning environment for the entire student population, regardless of the track of study, is of the highest importance in Wayfinder Academy; this includes the physical as well as social and learning environments of the school.

#### PHYSICAL SAFETY

The physical environment is operated according to the description in section **D.3 Facilities**, and will comply with all applicable state and local health and safety requirements. A clearly defined and extensive *Emergency Response Guide* included in this section in **Tab 11**, and currently in draft form, will be finalized within 90 days of charter approval. Some items scheduled to be incorporated into this plan include:

- US Dept of Homeland Security, Active Shooter: How to Response
- Maine DOE Twenty Simple Strategies to Safer and More Effective Schools
- Emergency Guidelines for Schools Manual, Providing Information for Non-Medical Trained Staff--User Friendly Colored Flow Charts for recommended procedures for student illnesses.
- Revised Accident Report required for use of personal vehicles for business.

Staff receives training in safety procedures delineated in this guide annually, in addition to receiving periodic updates, should the content or processes change.

Administrative staff provides oversight and compliance assurance with applicable laws, rules and regulations as has been the case at Wayfinder Schools and will continue as such with charter school status. A dedicated compliance consultant will provide the knowledge and experience needed to assist Wayfinder Academy in learning, and complying with, all aspects of Maine Department of Education reporting requirements, compliance with all applicable laws, rules and regulations, including physical plant safety, and the physical safety of staff and students. The cost associated with this item has been included in the school budget.

#### SOCIAL, EMOTIONAL AND LEARNING CLIMATE AND SAFETY

## Restorative Justice and Relational Education Foundation

As an institution grounded in the belief of the Restorative Justice Philosophy and practices (RJP), relational education, positive youth development, non-violent communication, and strength-based learning, Wayfinder Academy views the process of maintaining student discipline as an integral part of fostering individual student growth. It is the intent of Wayfinder Academy that disciplinary procedures be designed to encourage students to take responsibility for their actions and for the consequences of their actions and not be used as a punishment for undesirable behavior.

Staff and students alike are expected to be respectful, clear, honest and compassionate in their interactions with each other, in classrooms, workshops and out in the community. Both programs place significant importance on this—to build open, trusting relationships that nurture the social and emotional growth of the student, their entire class, the teen parents' bonds with their children and the programs' effectiveness. Often during Restorative Justice Circles, small group discussions, and one-on-one meetings between the student and teacher, a moment occurs when the door to deeper understanding opens for the student and the student's better understanding of themselves in relationship to others.

Restorative practices take time to develop. Trust and buy-in from students is rarely immediate. A clear and consistent commitment to the process, however, invariably provides a safe and predictable space for students and staff to come together to demonstrate dedication, courage, and compassion for one another. It is the primary goal of our programs to empower, inspire, and awaken young social justice advocates—for themselves, their children, their families and to enrich their connections to their community.

#### **Passages**

In Passages, students' needs are different; their work is tied to school and to becoming nurturing and engaged parents for the children. Restorative practices take longer and involve more one-on-one approaches that build over time. When students actually see that their teacher understand all the challenges the student faces, both in themselves and those out of their control AND remains committed to them regardless, they begin to trust in the process. Examples include but are not limited to: a teacher buying enough groceries (to be reimbursed by Passages emergency fund) when they discover the student has no food until next week when their TANF check comes in. A student's phone was disconnected, but their teacher still came for class even when they were unsure if the student was there. A teacher goes to court with the student who is filing a "protection from abuse". These experiences help shape the relationship and create a foundation where trust forges a deeper connection and more complicated discussions can happen—this is where school climate takes place in Passages—in the student's own community.

#### Residential

The student's social and emotional growth while enrolled in the Residential program is as important at their academic and personal achievements. In Residential, students and staff work, play, cook, do chores and travel together. A climate of active involvement predicated upon offering service, demonstrating kindness, making meaningful contributions, and supporting one another along the way fosters a deep sense of community where students feel safe, significant, and respected.

During the school year, a myriad of opportunities are provided for building enduring memories that students will draw on well into their adult years. Students learn to recognize the inherent value and mutual benefit that comes from helping others. They come to appreciate what can be gained and accomplished together.

In time, the students begin to celebrate each other's differences, gifts, and outlooks while expanding their own ideas and perspectives in the process. Before the school year is over, students actively support and push each other to grow in their viewpoints and understandings. The student's social and emotional growth while enrolled in the Residential program is as transformative as their academic and personal achievements.

#### **Bullying, Harassment, Unsafe Practices**

No forms of bullying, harassment and/or unsafe practices are tolerated while enrolled in either Residential or Passages Programs. Each student reads and by signing agrees to follow our policies while enrolled and on school property. The policy incorporates basic rules of civility, safety, no drugs or sexual activity, no bullying, harassment or physical violence towards anyone anytime, including harassment based on gender, race, color, creed, religion, national origin, age, disability, sexual orientation or of a sexual nature. When and if these rules are broken, the staff and other students participate in the procedures outlined under the *restorative justice practices* described under **Tab 9**, as outlined under each program, and included within this section of the application.

## STAFFING & PROGRAMS TO SUPPORT STUDENT SOCIAL AND EMOTIONAL NEEDS

WA places extreme importance on understanding the whole student academically, socially, emotionally and within the context of their community, family background, cultural upbringing, and overall experiences. In Passages, this also includes the social and emotional needs of their children. To create the best learning environment possible for each student each program identifies the supports and services that need to be in place for that student (and is the case within the Passages track, their child) to succeed while in WA. Services include but are not limited to: case management, mental health, substance abuse, child development services, public assistance, legal, housing, food, parenting programs, DHHS, transportation. Residential students will work with services in the New Gloucester catchment area or, when needed, those in their town of residence. Passages students are connected to these services in their town of residence.

All staff is trained in the practices described above and are provided with opportunities to engage in professional development to deepen their understanding and application skills within the school setting including: Restorative Justice Practices, Positive Youth Development, Motivational Interviewing, Understanding Abuse & Addiction.

## ENGAGING PARENTS/GUARDIANS & THE COMMUNITY IN SCHOOL LIFE & CULTURE

WA welcomes and invites positive parent/guardian involvement throughout the time a student is enrolled at WA in either Residential or Passages. From the moment of application to the day of graduation, both programs provide ongoing communication, notices of events and progress reports on how their child is progressing in the programs. Each program has its own processes for involving and inviting parent/guardian participation in the school and in their child's learning, as outlined below.

## Waylinder Academy Rarent and Community Engagement Opportunities

- October's Harvest Homecoming Feast & Lantern Parade
- Global Thanksgiving Dinner
- December Holiday Parties (at all three Passages Hubs)
- WA Lunch & Learn Events (both Passages and Residential)
- International Toboggan Championships in Camden (Residential competes)
- Annual Wayfinder Earth Celebration
- Community Appreciation Dinners and Luncheons,
- Passage Project Presentations (both programs),
- Graduation Ceremonies
- Community Fundraising Events

#### Passages

At the time of application, Passages students and their parents or guardians are invited to be a part of their schooling. Because teachers meet students in their homes or at workshops, there are many informal opportunities to touch base with parents and keep them connected. Many provide help with transportation or at workshops. In many instances these weekly opportunities offer much needed additional support and encouragement for students. Many Passages students are actively taking on their role as parent of their child and their parent/guardian take on the supportive role. Parents can help us know what is working and not working for the students in their academic and parenting work. For other students their parent/guardians may unconsciously or not try to fill the primary parent role. If this occurs, the teacher works with the student to foster, model and support the student's active participation in their child's care and development, and supporting the 'grandparent' in stepping back from the primary role. In some instances, when students' parents are not active participants or negatively impact the students' lives, Passages' strategy is to provide the required information to their parents but see their primary role as supporting the academic and parenting growth of the student directly-many of who are independently living, working and supporting themselves and their child without their parent's help. For students eighteen years and older who take full responsibility for making their own decisions, Passages only makes contact with their parents/guardians IF they approve it. Formal tools for keeping parents engaged and informed include: Application process, Acceptance Notices, All reporting related to students with IEP's, Quarterly Student Progress Reports, TANF updates, Passage Project meetings, Change in Enrollment Notices, and graduation.

Additionally, both students and teachers participate in an annual satisfaction survey that helps the program identify areas for improvement.

#### Residential

Community involvement is a primary pillar of the Residential Program. Bringing people together to develop awareness and further understanding; celebrate shared values and pursue common goals; and provide opportunities for our students to actively connect with others, demonstrate strength, courage, and compassion; seek out social justice causes; and contribute meaningfully to society – these pursuits live at the core of Wayfinder's work.

During the admissions process, Residential staff is introduced to a wide variety of student supporters: friends, family members, loved ones, case managers, counselors, homeless liaisons, representatives from DOC and DHHS, etc. During enrollment, staff learns about past struggles, family members, loved ones, support services, and friends, as well about personal goals and dreams. Staff are deeply interested in understanding how the student aspires to move forward in life. They shape schedules and build curriculum around personal goals, self-care plans, and post-graduation aspirations.

Once staff have developed a clear enough picture of the student's past and potential future, they set their sights on creating a safe, effective, and inspiring plan to best support this student while attending WA's nine-month program. In developing this individualized plan, staff often look beyond campus for support. They encourage students to continue cultivating relationships and support services that are positively impacting their lives and they do their best to provide support as needed with regard to relationships that have proven to cause hardship. When appropriate to do so, staff seeks advice from those who happen to already know the student well.

In terms of communication and progress reports, staff members connect with legal guardians and care providers on a regular basis. Throughout the school year, wrap-around team meetings are pre-scheduled and additional team meetings are scheduled as needed. Quarterly Reports and Mid-Term transcripts are shared with designated support team members and support team members are invited to contact the Director of Residential Programs any time with questions, concerns, or new ideas. Sometimes family members, legal guardians, and/or care providers are even invited to participate in our weekly Restorative Circles.

In addition, WA works collaboratively with local school districts and social service agencies to accommodate specialized needs. For instance, for science curriculum requiring expensive lab-style learning centers, WA integrates our students into local Adult Education classes. For students in need of clinical support services, WA establishes standing appointments so that students can connect with their counselors and therapists in a predictable fashion. Sometimes these clinical care providers conduct sessions right on campus and sometimes WA transports students to off-campus settings.

Furthermore, during the course of the school year, students become regular fixtures at local businesses, YMCAs, food markets, and libraries. At Wayfinder, community involvement threads through virtually every aspect of the curriculum. For example, Career Exploration placements, Experiential Learning Expeditions, Volunteer Service Learning Activities, one-to-one time with volunteer tutors and mentors—all of these experiences and others as well offer interactive opportunities for students to not only benefit personally but also to play an active role in helping to shift perceptions of at-risk teenagers. As the school year progresses, those community members involved with WA students eventually learn to deeply appreciate the depth, courage, and ability of these young and talented individuals attending the Residential Program.

All of the above mentioned student supporters are invited to attend a series of community-based gatherings throughout the school year that include but are not limited to the following: Loved Ones Lunches, Sunday Brunches, Harvest Homecoming Feast & Lantern Parade, Global Thanksgiving, Wayfinder Earth Celebration, Community Appreciation Dinner, Personal Passage Project Presentations, potluck socials on the first day of school and then again on graduation day.

#### Required Tabs:

Tab 9: School Discipline Policy

Tab 10: School Seclusion and Restraint Policy

Tab 11: Emergency Response Guide Tab 12: Anti-bullying Policy Tab 13: Anti-harassment Policy

#### TAB 9: DISCIPLINE POLICY AND PROCEDURE

Policy No.: JK

Effective Date: DRAFT

#### Behavior Management & Discipline Policy

As an institution grounded in the belief of the Restorative Justice Philosophy and practices, positive youth development, non-violent communication, strength-based learning and relational education, Wayfinder Academy views the process of maintaining student discipline as an integral part of fostering individual student growth. It is the intent of Wayfinder Academy that disciplinary procedures be designed to encourage students to take responsibility for their actions and for the consequences of their actions and not be used as a punishment for undesirable behavior.

Restorative practices take time to develop. Trust and buy-in from students is rarely immediate. A clear and consistent commitment to the process, however, invariably provides a safe and predictable space for students and staff to come together as a team to demonstrate dedication, courage, and compassion for one another.

The purpose of this policy is to increase student accountability around unacceptable behavior and faculty accountability around behavior management. To do so, we articulate behavior expectations tied to Restorative Justice practices and create a transparent set of behavior management protocols and procedures that can be used in various situations and settings by our staff and student body. We also create a behavior policy that allows for individual approaches in classroom management/workshop management and home-based class time.

The first disciplinary priority is prevention. Staff will consistently seek out and implement management strategies that prevent student behavior requiring a disciplinary response.

School staff shall administer discipline in a kind, firm and judicious manner. In responding to problematic student behavior, staff will place priorities as follows:

- 1. Involve parents in the process as much as circumstances will allow.
- 2. Ensure that the same rules governing student behavior are applied to all students.
- 3. Make each response appropriate to the infractions.
- 4. Take corrective action as quickly as possible.

All Wayfinder faculty and academic team members will be trained in the principles of restorative practices, circle facilitation, positive youth development, non-violent communication, strength-based learning and relational education approaches by individuals experienced in these applications. Wayfinder Schools has been a model for training in these practices and maintains ongoing training for all staff for life-long learning and training other school programs.

Students with disabilities shall be disciplined in accordance with applicable federal and state law/regulations.

## Legal Reference:

17-A MRS § 106 20-A MRS §§ 1001(15A); 4009

## Cross Reference:

JIC -Student Code of Conduct
JKAA-Use of Physical Restraint and Seclusion
JKD-Student Suspension
JKE-Expulsion of Students
JKF-Suspension/Expulsion of Students with Disabilities

## Adopted:

Revised:

#### **Behavior Management & Disciplinary Procedures**

Trained in the principles of restorative practices and circle facilitation by members of RJP and experienced in the application of positive youth development, non-violent communication, strength-based learning, and relational education. Wayfinder staff will use the following processes when addressing behavior deemed to be disruptive.

#### Residential Program Disciplinary Procedures

Weekly circles (attended by all residential program students and staff members) are scheduled on Thursday afternoons. Circles can run one to two or more hours, varying in length depending on the topics/issues that emerge. Sometimes circles need to be paused and then reconvened.

A Circle Chart on a clipboard is accessible to students and staff throughout the week. All are welcome to add community-related ideas, questions, requests, concerns, etc. to the chart that generally fit into one of the following categories:

- Topics requiring a proposal & resolution
- Topic requiring discussion but not a resolution
- Announcements
- Appreciations

Each week a facilitator is selected to establish/re-establish ground rules and lead the circle process. Staff and students share the responsibility throughout the school year.

Ground Rules, include:

- Speak for yourself and from the heart
- Communicate honestly and respectfully
- Honor the code that what gets discussed in circle stays in circle
- If something is bothering you, you are expected to speak up during circle...not after circle
- Provide a talking stick to ensure that everyone has a chance to speak and be heard. When you hold the stick you have permission to speak. When you are not holding the stick, you have permission to listen.

Topics requiring a proposal & resolution, are addressed in a democratic process we refer to as *modified* consensus. All participants have sufficient opportunity to share their thoughts on a particular matter. Then one participant offers a proposal for resolution. At this point, each member of the circle is required to respond in one of three ways:

- 1. Thumb up = I completely agree with that proposal
- 2. Thumb sideways = The proposal is not my first choice but I can support it in a respectful way
- 3. Thumb down = I do not agree with that proposal and I require further discussion

In addition to resolving conflicts, developing awareness/understanding, and restoring relationships, weekly circles provide opportunities to plan, problem-solve, share information, and show appreciation to one another together in community.

Mediation sessions involving specific individuals (often referred to as *huddle ups*) occur regularly to address conflicts and misunderstandings as they arise, *before* they turn into bigger issues.

#### Passages Program Disciplinary Procedures

As a home-based and/or community-based program where the student and teacher work one-on-one, disciplinary action follows the same principles outlined above. Ground Rules for a Restorative Circle are used, but in one-on-one meetings or smaller group settings. Students are introduced to RJP principles from the beginning and class time is conducted in a manner that supports RJP practices. The key to a successful Passages experience lies directly in establishing open, honest, consistent communication between the student and their teacher who work together, for 2 to 4 years on average, leading to levels of trust, connection and compassion.

Over time, students learn that they can speak from the heart and be accepted while listening and practicing healthier ways of communicating. RJP practices are incorporated in our Core Skills on Conflict Resolution, Parenting and Self Care. RJP practices help a student bond with their child, improve their advocacy skills on behalf of their child *and* themselves, encourage better self-care practices and improves their day-to-day interactions with family, friends, and community.

A young parent has a whole new set of responsibilities that can, at times, cause disruptions in their schooling and behavior. Issues include: homelessness, job loss, domestic violence, hunger, lack of heat, electricity, water, addiction personal and/or a family member, and lack of adequate clothing and transportation. Things out of their control but immediately disruptive to school are addressed between the student and teacher, with others called in as necessary. When the student needs time to address their immediate needs a "Voluntary Leave" agreement is drawn up for one month.

A one month "IN-Voluntary Leave" agreement is drawn up when a student is not communicating and continuing with the unacceptable behavior during their teacher/class meetings or in group workshops. Students interested in returning after the one month, must call the Passages Director to set up a meeting to address the issues. If a student is not willing to meet they are dropped from the enrollment. (See procedures below).

This final step RARELY happens. Oftentimes, the teacher and staff work closely with the student and family over several months to see if the issue can be fully resolved. The main expectation is being accountability for one's own actions, respect of other's viewpoints and feeling safe while enrolled in Passages. In many instances, it comes down to unhealthy ways of handling conflicts such as avoidance, lashing out in anger or hurt, giving up, blaming others for their problems and more. When students realize that their teacher and Passages staff care about them and want to work together with them, they will often reapply and return with a renewed motivation.

#### Passages Disciplinary Steps:

- 1. <u>Minor Infractions and/or Lack of School Progress:</u> Employ RJP practices one-on-one; small facilitated group intervention; a student/teacher contract drawn up for 1 to 3 months outlining expectations, weekly tasks and meeting dates to help the student remain accountable; 1 month voluntary leave, if necessary, based on what is happening in their lives.
- 2. <u>Major Infractions and/or Lack of School Progress:</u> Employ above strategies first; if no change, put on 1 month "Involuntary Leave". If student requests to return, a facilitated resolution circle is called to address the issues involving all that were impacted by the behavior; a consensus is reached and a written plan/contract for 1 to 3 months is drawn keeping the student accountable to what they agreed to in enrolling in Passages.

Revised:

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#### TAB 10: RESTRAINT AND SECLUSION POLICY AND PROCEDURES

Policy No. JKAA

Effective Date: DRAFT

#### USE OF PHYSICAL RESTRAINT AND SECLUSION POLICY

Wayfinder Academy has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents an imminent risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

#### I. Definitions

- A. Physical restraint an intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily. Physical restraint does not include any of the following:
  - 1. Physical escort-a temporary touching or holding of the hand, wrist, arm shoulder, hip or back for the purpose of moving a student voluntarily.
  - 2. Physical prompt-a teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
  - 3. Physical contact-when the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
  - 4. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.
  - 5. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
  - 6. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
  - 7. A brief period of physical contact necessary to break up a fight.

Restraints used by law enforcement officers in the course of their professional duties are not subject to the policy/procedure.

B. **Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student. **Seclusion does not include timeout**, which is an intervention where a student requests, or complies with an adult request for, a break.

## II. Procedures for Implementing Physical Restraint and Seclusion

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure JKAA-R.

#### A. Annual Notice of Policy/Procedure

Wayfinder Academy shall provide annual notice to parents/legal guardians of the policy/procedure by means determined by the principal (or designee).

#### **B.** Training Requirements

All school staff and contracted providers shall receive an annual overview of this policy/procedure. Wayfinder Academy will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the principal's office.

#### C. Contracts with Non-Covered Entities

The Department of Education and any covered entity that places or funds the placement of a student in an educational program owned, operated or controlled by an entity other than a covered entity must include in the contract with that other entity a requirement that the entity and its employees, contractors and agency comply with the rule while the student is engaged in the educational program.

## D. Parent/Legal Guardian Complaint Procedure

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit the complaint in writing to the principal as soon as possible. The principal (or designee) shall investigate the complaint and provide written findings to the parent/legal guardian within twenty-one (21) business days of receiving the complaint, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school within 60 calendar days of receiving the complaint.

## III. MDOE Rule Chapter 33

MDOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

#### Legal References:

20-A M.R.S.A. § 4502(5) (M)

State of Maine, 05 071 Rule Chapters for the Department of Education, Chapter 33 (April 2013)

#### Cross References:

JKAA-R - Procedures on Physical Restraint and Seclusion

JKAA-F - Incident Report Form

JK - Student Discipline

Adopted by the Wayfinder Academy Board of Directors:

Policy No: JKAA-R Effective Date:

## Physical Restraint and Seclusion - Administrative Procedures

These procedures are established for the purpose of meeting the obligations of the Wayfinder Academy under state laws, regulations and the policy governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

At no time shall Wayfinder Academy or any of its covered entities seek written permission from a parent/legal guardian to provide restraint and seclusion to a student.

#### I. DEFINITIONS

For purposes of these procedures, the terms "physical restraint" and "seclusion" shall have the meanings defined in this document. Definitions for other important terms in this procedure include:

Emergency: A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.

Imminent risk of injury or harm: A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur at any moment, such that a reasonable and prudent person would take steps instantly to protect the student and others against the risk of such injury or harm.

Dangerous behavior: Behavior that presents an imminent risk of injury or harm to a student or others.

**Serious bodily injury:** Any bodily injury that involves: (1) A substantial risk of death; (2) Extreme physical pain; (3) Protracted and obvious disfigurement; or (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

## II. PHYSICAL RESTRAINT

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

Physical restraint must be implemented by staff certified in a state-approved training program to the extent possible.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

#### A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only as an emergency intervention when the behavior of a student presents imminent risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

- 2. Physical restraint may be used to move a student only if the need for movement outweighs the risks involved in such movement.
- 3. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule chapter 33.
- 4. Parent/legal guardians may be requested to provide assistance at any time.

## B. Prohibited Forms and Uses of Physical Restraint

The following forms of physical restraint are prohibited:

- 1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
- 2. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of imminent risk of injury or harm.
- 3. Physical restraint that restricts the free movement of a student's diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).
- 4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.

## C. Aversive Procedures, and Mechanical and Chemical Restraints

- 1. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.
- 2. Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.
- 3. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.

## D. Monitoring Students in Physical Restraint

 At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances. The student must be continuously monitored until he/she no longer presents an imminent risk of injury or harm to him/herself or others. If an injury occurs, applicable school policies and procedures should be followed.

#### E. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting an imminent risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

- a. The time a student is in physical restraint must be monitored and recorded.
- b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor and document the status of the physical restraint every ten (10) minutes until the restraint is terminated.
- c. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents/legal guardians, medical providers, or other appropriate persons or organizations.

#### III. SECLUSION

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A "timeout" where a student requests, or complies with an adult request for a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or defined area with the student (including but not limited to classrooms, offices and other school locations).

## A. Permitted Uses and Location of Seclusion

- 1. Seclusion may be used only as an emergency intervention when the behavior of a student presents imminent risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.
- 2. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.
- 3. Seclusion may not take place in a locked room.
- 4. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous material and objects which the student could use to self-inflict bodily injury.
- 5. Parents/legal guardians may be requested to provide assistance at any time.

#### B. Prohibited Uses of Seclusion

The following forms of seclusion are prohibited:

- 1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
- 2. Seclusion used solely to prevent property destruction or disruption of the environment in the absence of imminent risk of injury.
- 3. Seclusion in a locked room.

## C. Monitoring Students in Seclusion

- 1. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.
- 2. The student must be continuously monitored until he/she no longer presents an imminent risk of injury or harm to him/herself or others.
- 3. If an injury occurs to the student, staff or others, applicable school policies and procedures should be followed.

#### D. Termination of Seclusion

- 1. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting an imminent risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.
- 2. The time a student is in seclusion must be monitored and recorded.
- 3. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the restraint is terminated.
- 4. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury or harm to him/herself or others, then staff may request additional assistance from other sources such as school staff, parents/legal guardians, medical providers, emergency responders, or other appropriate persons or organizations.

## E. Notification and Reports of Physical Restraint and Seclusion Incidents

For the purposes of this procedure, an "incident" consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to pose a risk of harm and returns to his/her regular programming.

#### F. Notice Requirements

After each incident of physical restraint or seclusion:

- 1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
- 2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible.
- 3. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.

If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, Wayfinder Academy emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

#### G. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

- 1. Student name
- 2. Age, gender and grade
- 3. Location of the incident
- 4. Date of the incident
- 5. Date of report
- 6. Person completing the report
- 7. Beginning and ending time of each physical restraint and/or seclusion
- 8. Total time of incident
- 9. Description of prior events and circumstances
- 10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why
- 11. The student behavior justifying the use of physical restraint or seclusion
- 12. A detailed description of the physical restraint or seclusion used
- 13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program
- 14. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate
- 15. Whether the student has in IEP, 504 plan, behavior plan, IHP (individual health plan) or any other plan
- 16. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and any treatment administered, if any
- 17. The date, time and method of parent/legal guardian notification
- 18. The date and time of administrator/designee notification
- 19. Date and time of staff debriefing

Copies of the incident reports shall be maintained in the student's file and in the school office.

## H. School Response Following the Use of Physical Restraint or Seclusion

Following each incident of physical restraint or seclusion, an administrator/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):

- 1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.
- 2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.
- 3. Following the meetings, staff must develop and implement a written plan for response and deescalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate.

For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

## I. Multiple Incidents of Physical Restraint/Seclusion

The school will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

- 1. Special Education/504 Students after Three Incidents in a School Year. After the third incident of physical restraint and/or seclusion in one school year of a student who has been found eligible for special education or has a Section 504 plan, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct a Functional Behavioral Assessment (FBA) and/or develop a Behavior Intervention Plan (BIP) or amend an existing one.
- 2. For all other students after Three Incidents in a School Year. For students not described in the above paragraph, a team shall meet within ten (10) school days of the third incident in a school year to discuss the incidents. The team shall consist of the parent/guardian, an administrator or designee, a teacher for the student, a staff member involved in the incident (if not the teacher or administrator already invited), and other appropriate staff members. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is to be made, the need to conduct a Functional Behavioral Assessment and/or a Behavior Intervention Plan.

Nothing in this section is meant to prevent the completion of an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan) for any student who might benefit from these measures.

## J. Cumulative Reporting Requirements

- 1. Reporting within the School
  - a. The principal (or designee) must report the following data on a quarterly and annual basis:
    - 1. Aggregate number of uses of physical restraint
    - 2. Aggregate number of students placed in physical restraint
    - 3. Aggregate number of uses of seclusion
    - 4. Aggregate number of students placed in seclusion
    - 5. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and
    - 6. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.
  - b. The principal (or designee) shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

## 2. Reporting Data to the Maine Department of Education

The principal (or designee) shall submit annually a report of the incidence of physical restraint and seclusion to the Maine Department of Education that includes the information in Section J.1. above.

#### Legal References:

State of Maine, 05 071 Rule Chapters for the Department of Education, Chapter 33 (April 2013)

#### Cross References:

JKAA-R – Procedures on Physical Restraint and Seclusion JKAA-F – Incident Report Form JK – Student Discipline

Adopted by the Wayfinder Academy Board of Directors:

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# WAYFINDER ACADEMY

# **EMERGENCY ACTION PLAN**

**AUGUST 2016** 

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- II. Emergency Protocols

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Anthony House

McGuire House

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- V. Medical Emergency Incident Report Form
- VI. Wayfinder Staff
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- X. Annual Concurrence
- XI. Record of Changes
- XII. Student Release Form
- XIII. Exercise & Drill Form
- XIV. Records of Disaster Drills
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### **EMERGENCY PHONE NUMBERS**

LOCATION

**TELEPHONE NUMBERS** 

LOCATION	TELEFTIONE NUIVIDERS
Life and Death Crisis Situation	911
Police Department	911 or Sheriff 207-774-1444
Fire Department (and Rescue)	911
Hospitals	a) Central Maine Medical Center 207-795-0111 b) Maine Medical Center 207-662-0111
Poison Treatment Control Center	(800) 222-1222
Area Red Cross Emergency Services	(207) 874-1192
Coordinator/Disaster Services, City/Town of	
State Office of Emergency Management County Office of Emergency Management Local Office of Emergency Management	#)800-452-8735 #)207-892-6785 #)
Utilities: Electricity Gas (LPG) Water (well) Sewer Natural Gas	#) (800) 750-4000 #) None #)207-926-5515 #)207-926-5515 #)None
Media: Radio Stations:  a) 93.1  b) 97.9  c) d)  Television Stations:	#) 775-4561 #) 774-63.64 #)
a) Ch 6 Portlan b) Ch 8 Portland	#) 828-6666 #) 1-800-248-6397
Cable Systems:  a) Time Warner None b)	#)
Bus Service	#) None
Bus Service Alternates	#) None
Crisis Intervention Team	#) 1-888-568-1112
Crisis Intervention Team Alternates	#)1-800-432-7802
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## FIRE ALARM PROTOCOL (New Gloucester Campus)

### STAFF

### If a fire alarm is sounding, please do the following as swiftly as possible:

- 1. Take a moment to pause and gather thoughts.
- Consider who else is in the building and where they are likely to be located.
- 3. Note the time.
- 4. Identify exit signs, grab emergency action folder & campus keys.
- 5. If possible, please do your best to ensure that all stove tops have been turned off and that all prescribed medications have been retrieved.
- 6. Promptly vacate the building while closing all open doors in path behind you.
- 7. Proceed to the driveway in front of McGuire.
- 8. Take roll call.
- 9. Call one of the following staff members for assistance and wait for instructions.
  - Cynthia Ufkin, Executive Assistant: (207) 776-4336
  - Joseph Hufnagel, Director of Residential Programs: (207) 701-6854
  - Oren Stevens, New Gloucester Campus Director: (207) 240-0033
- 10. In the event that you are unable to connect with any of the above staff members, please contact the local New Gloucester Fire and Rescue Department at (207) 926-4142.
- 11. If weather is cold, please take shelter inside of McGuire.
- 12. Record time and account of events in staff log.

### **STUDENTS**

### If a fire alarm is sounding, please do the following as swiftly as possible:

- 1. Take a moment to pause and gather thoughts.
- 2. If you happen to be cooking at the time that the alarm is sounding, please remember to turn off all stove tops.
- Identify exit signs and promptly vacate the building while closing all open doors in path behind you.
- 4. Proceed to the driveway in front of McGuire.
- 5. Be prepared for staff to take roll call.
- 6. Wait patiently and cooperatively for instructions.

### Passages Home-Based Delivery

### Home-visiting Guiding Philosophy

We believe a student applies to Passages because they are motivated to complete high school and to be the best parent they can be for the child(ren). When meeting a student in their home, we...

- Treat the student and their family's culture and experiences with respect.
- Enter the student's home with the manners a guest shows a host.
- Foster a teacher/student relationship built on clear communication, caring, compassion and accountability.
- Build a relationship and understanding of the student based on first-hand knowledge and experience.
- Listen without judgment to the student's educational and parenting concerns.
- Provide guidance and support in their educational, parenting, and community pursuits.
- Expect to be treated with respect and caring in return.
- Work in a place that offers safety for the student, child(ren) and teacher.

### Home-visiting Safety Guidelines

Given the above philosophy, Passages staff will encounter students who may experience a number of other issues not related to school such as; living in extreme poverty, lack of consistent food, homelessness, childhood trauma, substance abuse, domestic violence, unsafe housing, lack of basic needs, and mental health issues. While working out in the field it is WS priority to keep staff, students and children safe. While visiting students, staff will...

- Schedule appointments that are confirmed with the student prior to going.
- Check ahead of time about animals and their reactions to strangers. Ask them to
  secure the animal ahead of time. Or request an animal be removed, if you feel unsafe
  in its presence. You can say that you have not had good experiences with dogs and
  would not want there to be a problem while you are visiting.
- Go over with your supervisor any other potential issues that were noticed or reported during the students application home visit and process.
- Once at the home be aware of your surroundings, who is there, what animals are around and any other safety concerns.

- If you are unsure who is in the home while you are there, you can ask to meet household members to introduce yourself.
- Always carry a charged cell phone.
- Have your school name tag on you.
- Inform your supervisor and/or your regional colleagues of your whereabouts.
- Know where the exits are in the home and in the building.
- If you encounter someone who is suspicious-looking or makes you feel uncomfortable, use your cell phone and say you have an emergency and leave.
- If you feel unsafe and believe you might be in danger, leave immediately...run if necessary!
- Park in such a way that you will not be blocked in.
- If at any time you are concerned about a particular home-visit, plan ahead of time with your supervisor and/or a Passages colleague to schedule a call or a time to check in during and/or after the visit.
- Always be vigilant about your surroundings inside and outside the student's home.
- Be professional, trust your intuition or gut in all situations, and remain calm.
- If the home is too chaotic, unsafe or not conducive for school, you can suggest meeting at a different locale that works better for you and the student.
- Some houses may have bedbugs, lice, fleas, too many pets, cigarette smoke and other household hazards. If you experience allergic reactions you can also request finding a better place to meet, even in your car.
- Wear comfortable clothes. Keep valuables in your locked car.
- As a mandated reporter you are legally obligated to report to the Department of Health and Human Services when you, "know or have reasonable cause to suspect that a child has been or is likely to be abused or neglected or that a suspicious child death has occurred." Please inform your supervisor of your call. See the attached form with the information DHHS will request at the time of the call.
- Keep your car in good working order.

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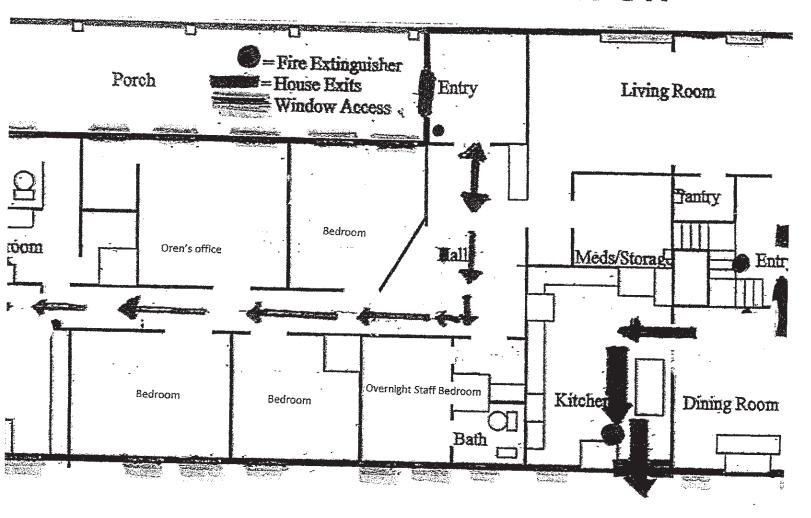
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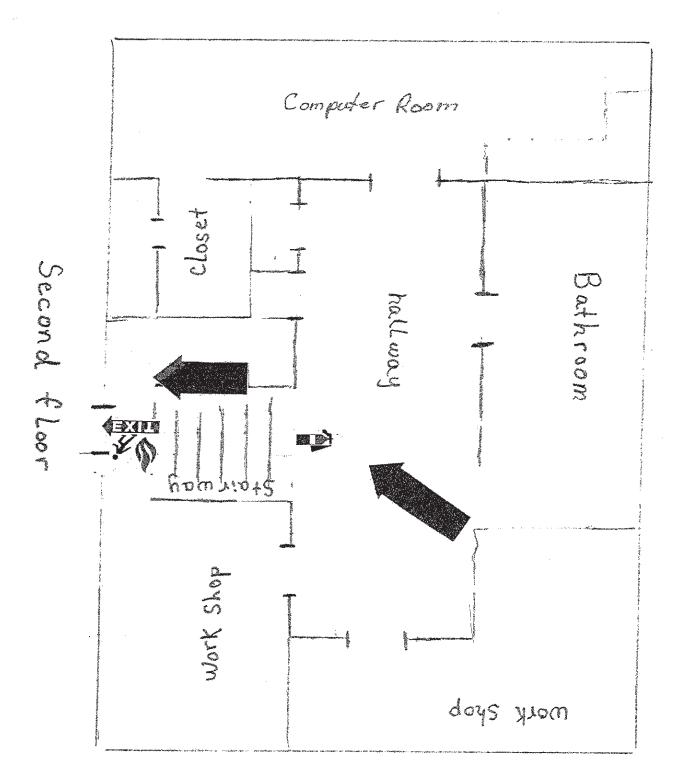
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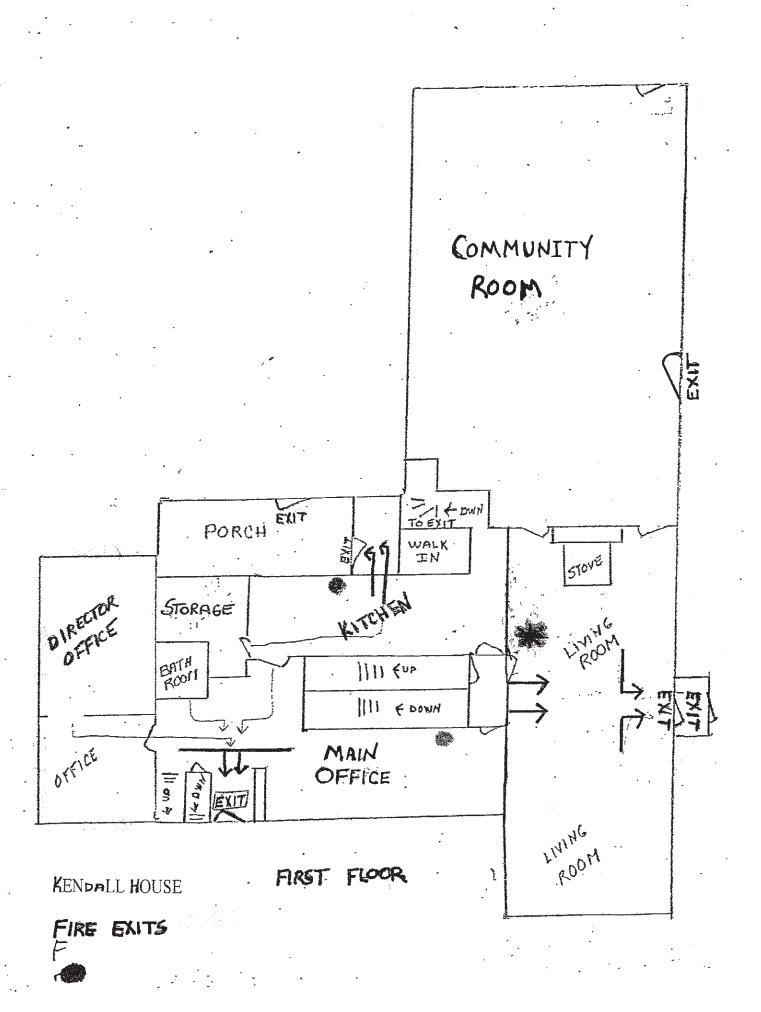


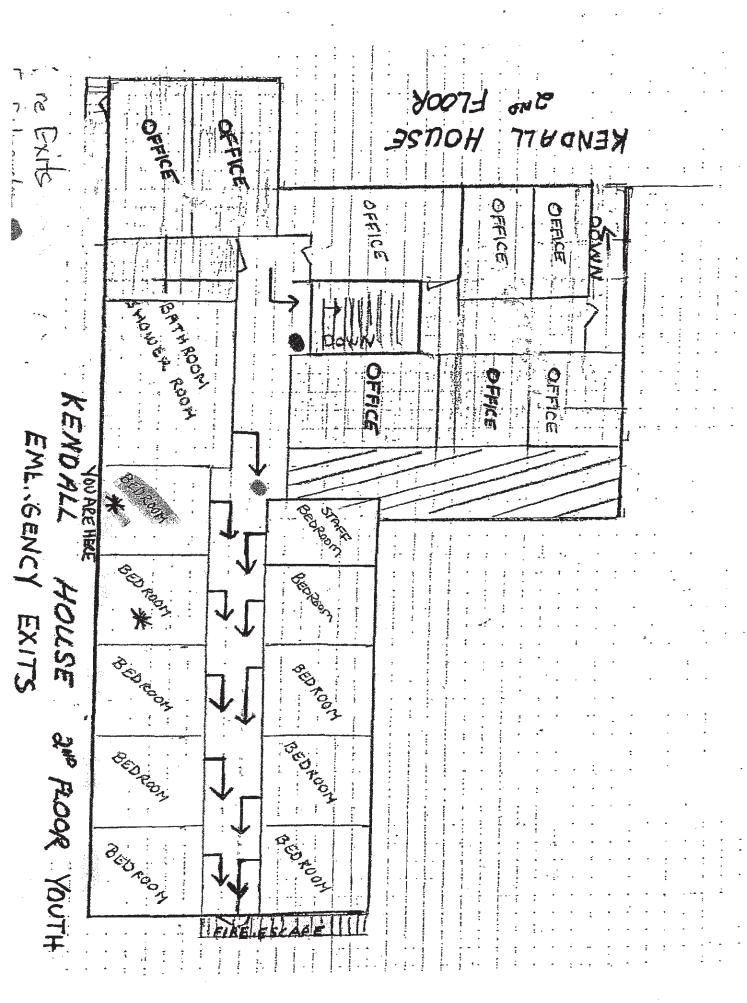
## FIRE EXIT PLAN

Anthony House Second Floor = Window Access = Fire Extinquishers =House Exits Bedroom Laundry Bedroom Bedroom Porch Roof Bedroom Staff Apartment Bedroom Computer Lab Bedroom Fire Escape

Fire Exit Plan





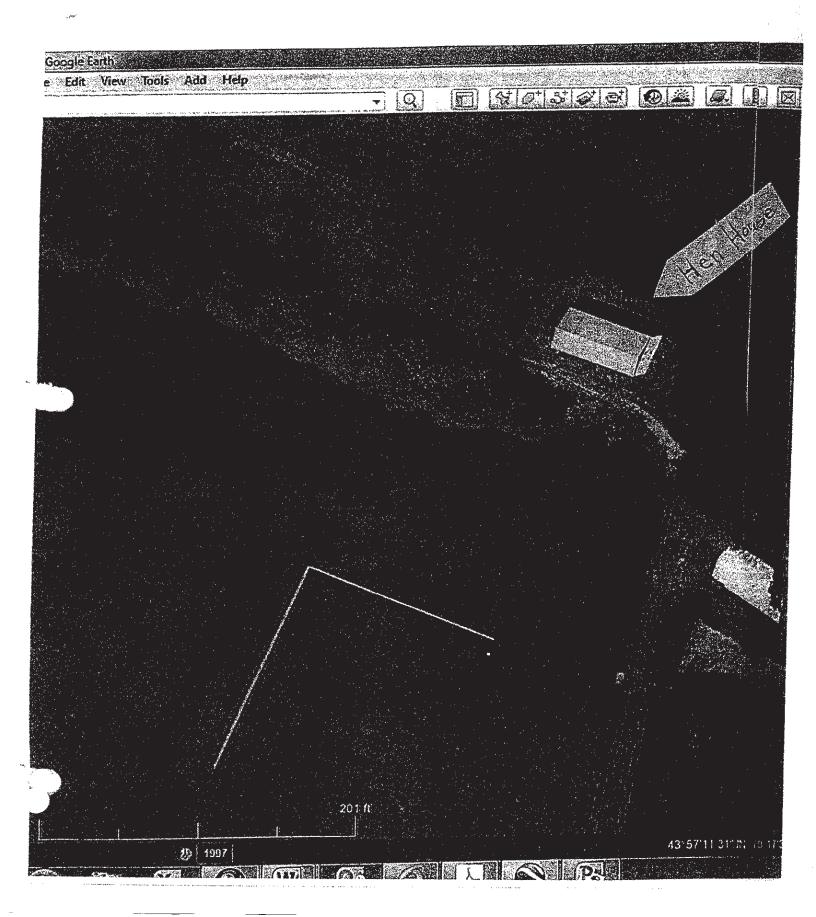


# Opportunity Farm: Campus (12/13/2011)

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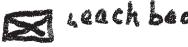


# Opportunity Farm: Out Buildings (12/13/201

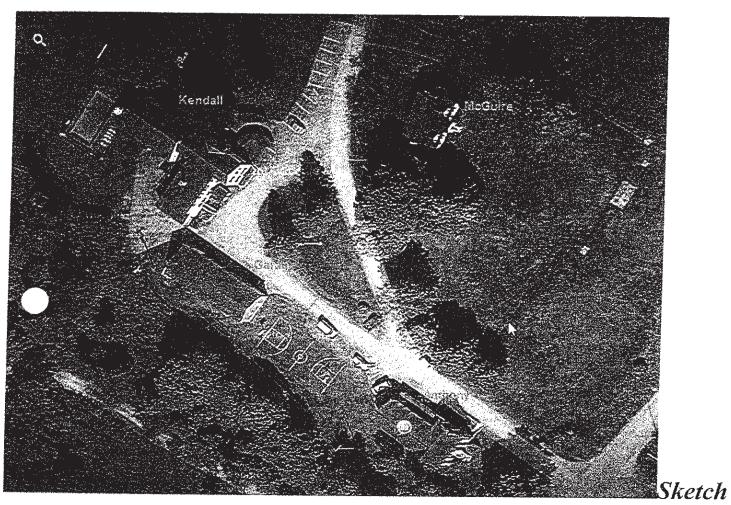


ccean out translation 52ft a well Upper Campus Current Uses • Septic Anthony - Dorm House Kendall - Almin offices Community Dinners Mcguire - Student Learning Cent zi (Pagle) Google eart

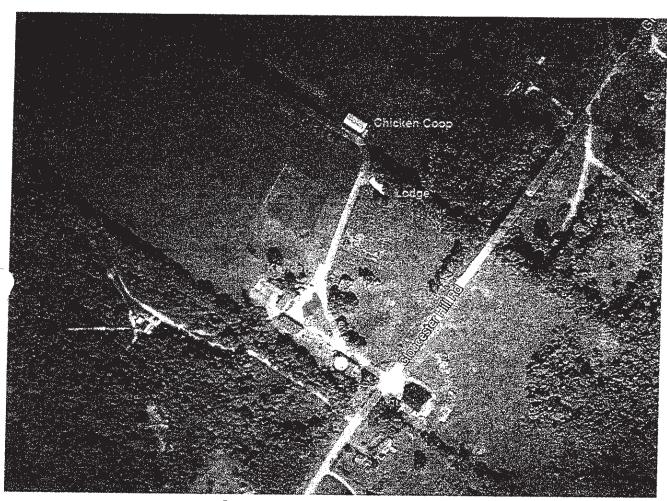
011) 7-18 Steach bed



Google ea Eye alf 30,25" W eley 449 ft



of School Grounds



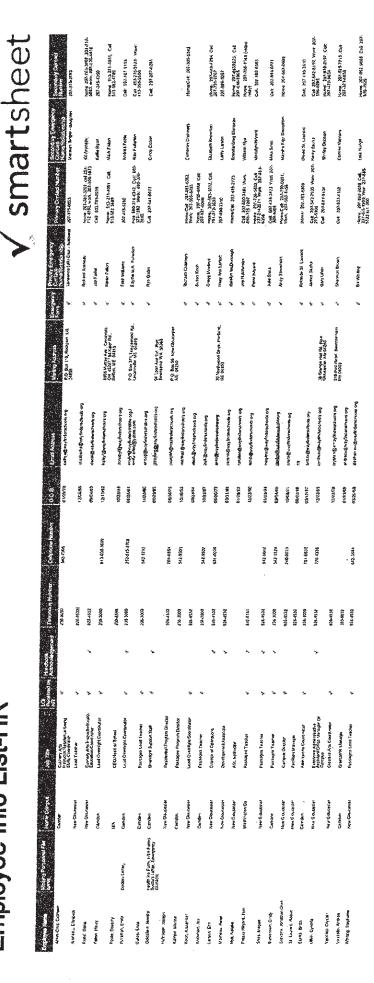
School Neighborhood

### MEDICAL EMERGENCY SITE SPECIFIC CHECKLIST

### MEDICAL EMERGENCY OR INCIDENT REPORT This checklist delineates the action to be taken in response to a medical emergency. Location Injury Occurred \_\_\_\_\_\_ Name of staff: Date \_\_\_\_ .Location Type of Injury Persons Injured Check off completed tasks as appropriate to the circumstances of the situation. 911 called by \_\_\_\_\_ Time \_\_\_\_ Say: ▶ I am calling to report an injury, [give name] I am at [building] at Opportunity Farm, Wayfinder Academy, 215 Gloucester Hill Road, New Gloucester The injury is located in [location in house] [define the type of medical problem] The telephone # I am calling from is \_\_\_\_\_ Emergency vehicles can enter the site at \_\_\_\_\_ Emergency notified by \_\_\_\_\_\_ Time \_\_\_\_ Injured party taken to \_\_\_\_\_\_ Injured party accompanied by \_\_\_\_\_ Document actions taken \_\_\_\_\_

Submit report to Joseph Hufnagel and Cynthia Ufkin within 24 hours

# Employee Info List-HR



### WHAT EVERY TEACHER NEEDS

Here are just some basic items that we believe every teacher needs.

- FIRST AID TRAINING: First aid training is a must for all teachers. It must be very frightful to have a student have an epileptic seizure in the middle of a class or to have a student have an allergic reaction to a bee sting. Hopefully, who ever has to deal with this type of situation has had the proper training. These are only a couple of reasons as to why teachers should have first aid training. In every school, the teacher is responsible for the students in his/her room.......don't you think they should be trained properly so they can confidently accept that responsibility?
- CPR TRAINING: CPR training is just as important. Teachers need to be aware of appropriate actions to take since health issues are constantly around us.
- GRAB AND GO EMERGENCY BACKPACK: The following items should be included in a backpack so if a disaster happens and the students/staff need to be relocated, every teacher has the necessary equipment to keep track of their students and provide for their safety. Student Roster (Updated every semester/trimester/quarter/year and as changes occur.)

Several Student Release Forms (See page 59)

- First Aid Supplies
- Student Health Information (In case any of your students need any type of medication or have allergies.)
- Whistle

m

- Flashlight
- Extra Batteries
- Emergency Cards with current parent/guardian names and phone numbers for work and home. (Most offices have these. The secretaries should be responsible for taking these in an emergency.)
- Bull Horn (Primarily for the Principal or site administrator or in case the intercom system isn't working.)
- One piece each of red and green construction paper. After evacuating building to Emergency Assembly Area the teacher takes attendance. Teacher holds up green paper to indicate all students accounted for. The teacher holds up the red paper to indicate missing or extra students or a problem.

### FIRE/EXPLOSION



### PREPARING THE STAFF

The fire procedures provide for protection and welfare of students and staff as the primary consideration. Lives of youngsters and adults will never willingly be placed in jeopardy. Our main objective is to have staff and students knowledgeable in proper response to a fire incident and to respond in the most expedient and safe manner. We are not in the business of fighting fires and saving buildings; we are in the business of the safety and welfare of our students and staff.



### SCHOOL RESPONSIBILITIES

Fire procedures will be reviewed by students and staff at the beginning of each school year. Evacuation maps indicating the most direct route to the Emergency Assembly Area (EAA), location of fire extinguishers, fire alarm pulls, hoses and water spigots are posted in each classroom/office/meeting room/work area. The use of fire extinguishers should be included in each site's training program, with emphasis on the fact that extinguishers are to be used to assist in evacuation of students or adults and not to fight fires or save buildings. Fire emergency procedures should be posted in every classroom and office within the school.

A record shall be kept of each fire drill and a copy kept in the school office. Back up alarm systems should be developed and used periodically and alarms should be activated at irregular times without warning (i.e., lunch time, recess time, during assemblies). Blocked exits and alternate routes should be practiced regularly. Students and staff shall be instructed that the signal for blocked evacuation route is the raising of both arms over the head. When this signal is given, continuing on that route must be immediately halted and instructions to an alternate route given by the responsible adult. Provisions must be made for evacuating any special needs students.

### **PROCEDURES**

### WHAT TO DO IN THE EVENT OF A FIRE

t lames	Differ	ent Methods of Warning Systems to Signal Evacuation
	; •	The first person who is aware of a fire, immediately directs evacuation of the immediate area and then activates the fire alarm pull if it is nearby or phones/goes/sends someone to the office to report a fire and have the fire alarm activated.
		The regular school fire alarm is (sequence)
	<b>√</b> t	Jse all school Public Address System, "This is a fire emergency; evacuate to the Emergency Assembly Area (EAA) immediately."
	✓ I	ndividual classroom intercoms identifying a fire emergency.
	✓ A	an adult runner to personally alert classrooms. (Use only if bell system and/or intercomystem is not functioning.)
		he fire department immediately (see Fire Emergency Site Specific for suggested Be prepared to give as much specific information as possible.
<b>→</b>	Evacua	tion Procedures
		Entire student body and staff evacuate buildings and assemble in a predetermined location at the EAA.
		Students and staff must have a predetermined evacuation route and alternate routes to ensure safe assembly. These routes must be posted by exit door. The routes specified must be free from over-hang walkways and should avoid hallways with glass walls.
		During class, students and teachers will assemble at the EAA at predetermined stations by classes.
		During lunch, nutrition, recess, in lavatories, or when passing between classrooms, students/staff will report to EAA and assemble by homeroom/current class <b>OR</b> if between classes will gather by previous class/next class.
		Students in any pull out program should evacuate to EAA in an orderly manner and report to their regular classroom assignment, checking in with the teacher.
		Control and order are of prime importance. Speed is secondary. There shall be no talking, running, or pushing.
		Pupils shall not stop to take books, sweaters/jackets, or other personal belongings with them.

	The first person to reach any door should feel the door to see if it is hot. If it <u>is not</u> hot, then open it. If the door <u>is</u> hot, quickly find an alternate route.
	The teacher, or other assigned adult, shall check to be sure that everyone is out and then closes the door (leave door unlocked).
	If an exit is blocked, the teacher shall instruct the class to the appropriate alternate route.  The teacher will position herself/himself so that maximum control can be maintained.
	Pupils/staff shall not stop in front of gates or other entrances that may be used by the fire department. Upon leaving the building students will immediately move away from exits to permit evacuation of others.
At the A	ssembly Area
	After evacuating building to Emergency Assembly Area the teacher takes attendance (All students, staff, and visitors are accounted for.) The teacher holds up green paper to indicate all students accounted for. The teacher holds up the red paper to indicate missing or extra students or a problem. If the teacher has missing students/staff, then they need to be reported to the Principal or Assistant Principal by a runner tasked with this responsibility.
	Any unaccounted for students/staff or visitors must be reported <b>immediately</b> to the first arriving fire department or police personnel.
	Students and staff should not reenter any school buildings until fire department officials declare the area safe.

# ADMINISTRATOR'S DUTIES DURING A FIRE EMERGENCY PROCEDURE

The administrator is responsible for the supervision of the fire procedures and shall make definite
assignments prior to any event to make certain that all rooms, multipurpose rooms, work areas, and lavatories are evacuated.
The administrator, or designee, shall take whatever steps are possible, without risk to life or safety, to protect the school's vital records.
In case of a fire alarm, other than a practice drill, the administrator, or designee, shall phone the local fire department immediately.
The administrator should alert the Superintendent of the situation as soon as possible.
Consideration should be given to the possibility of directed transportation to another school or community shelter.
Decide whether to send the students home before the end of the school day. Be very careful to consider all of the pros and cons, should you decide to send students home early. Will Crossing Guards be at crosswalks? Will anyone be home to care for them?
Communication should be kept open with the local police and fire officials. Movement to

### FIRE EMERGENCY SITE SPECIFIC CHECKLIST

This checklist delineates the action to be taken in response to a fire. It is imperative that all staff members be aware of these procedures and be prepared to carry them out if the Superintendent/Principal is not available to make the determination required. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Primary Des	ignee .	Joseph Hu	fnagel	Residential Director	Tel. 701-6854
First Alternat	te	Cynthia Ufkii	n Offi	ce Manager	Tel. <u>776-4336, 926 4532</u>
Second Alter	nate _	Oren Stever	ıs Resid	lential Campus Director	Tel <u>240-0033</u> .
Site Opp Farr	<u>m</u>				Date
Location of F	ire _		· · · · · · · · · · · · · · · · · · ·		Time
Check off co	omplete	d tasks as app	propriat	e to the circumstances of the	situation.
				ware directs the evacuation of tifies the school office to eva	of the immediate area and activates a acuate all students/staff.
	Fire	Department c	alled by	1	Time
	Say:	▶ I ar	n callin	g to report a fire, [give name	e of City/Town]
			•	This is [school] at [addr	ess] in
			•	<del>-</del>	fice or location] [define the type of et, attic, car, etc.]
			<b>&gt;</b>		lling from is
			<b>&gt;</b>	An escort will meet you	at
			•	Fire vehicles can enter the	ne site at
					ded for verified by
		Fire Depart	ment ac	lvised all persons accounted	for/or missing.
		Superintend	lent, no	tified by	Time
		Message:	•	Fire Department to repor firefighters [have/have ne	[school/site]. We have called the t a fire [type and location] and ot] arrived. Students and staff in classrooms. All students/staff issing]."

Directed to e	vacuate all student	t and staff from site	
by [name of	person/title and sc	hool]	
Buses reques	sted from Transpor	rtation to move [#]	students and staff
Yes	No	Time	
Evacuated to			<del>-</del> 
Students/all p	personnel return to	classrooms/work area.	

### **BOMB THREAT**

# PREPARING THE STAFF & SCHOOL RESPONSIBILITIES





A bomb threat must always be considered a real and immediate danger to students and personnel and requires an immediate response by the person receiving the bomb threat message. Consequently, all employees must be familiar with the established procedures, as many times, it may not be possible to receive direction from the Principal or site administrator. No bomb threat is to be disregarded as being a prank call.

It is important that every staff member be knowledgeable in the procedures to initiate evacuation; in notification of police and appropriate personnel; and in the steps to take before site is cleared for reentry. All staff members should be aware of the locations of the Bomb Threat Site Specific Checklist.

At least one bomb threat drill should be conducted each school year. Because evacuation of students and/or staff to the Emergency Assembly Area (EAA) is the response used for bomb threat as well as a number of other disaster incidents, staff members will probably not be aware that they are evacuating because of a bomb threat. Therefore, it would be a good practice that whenever exiting the classrooms/work places for any kind of drill/exercise/incident all personnel should quickly visually inspect their work area for anything that might seem unusual/out of place and be aware of any unusual or suspicious persons on the site.

Staff members should never attempt to touch, move, dismantle or carry any object that is suspected of being dangerous or explosive.

Students should not go to lockers and should evacuate immediately. Since evacuations may be necessary during winter months and students will not have coats this must be considered in planning.

It may be necessary in bomb threat situations to use a different Emergency assembly area (EAA) in order to have the recommended minimum distance of 600 feet from the building. Each school should designate a primary and at least one secondary evacuation site for students/staff. The primary evacuation area is usually the EAA and the secondary sites are off campus/site. At least one of them should be within walking distance, i.e., out a back gate and into a large open area, such as a neighborhood park, or to a neighborhood church, community center, etc. Students may initially go to the primary EAA and from there be transported to an off campus site.

### **PROCEDURES**

### YOU'VE RECEIVED A BOMB THREAT

Bomb threats may be received by phone, mail, or message. There are specific procedures for handling each type of threat.

### By Telephone

Most bomb threat calls are very brief, with the caller normally stating the threat in a few words and immediately hanging up or breaking the connection. Delay the caller by saying, "I'm sorry. I did not understand you. What did you say?" This might provide time to alert a co-worker and start the Site Specific process. It is very important that the person receiving the threat gets as much information as possible from the caller, i.e., where the bomb is located, what time it is scheduled to explode, why he/she placed the bomb in the school, what the bomb looks like. The recipient should note the following: sex of caller and approximate age - man, woman, boy or girl; voice quality - accent, peculiar speech mannerisms; exact time call was received; background noise - music (type) motors, traffic. [Note: The Site Specific Checklist incorporates this information.

### By Written Message



If a threat is received by letter, it should be preserved for investigation by the police. To accomplish this, the person opening the letter and recognizing it as a threat, should place the letter in a document protector and report it per established procedures.

### **NEXT STEPS TO TAKE**

There is no sure way of knowing whether or not the call is real or just a prank. So, the established procedures are activated whenever a bomb threat is received or suspected. Using the Bomb Threat Site Specific Checklist as a reporting form, will provide an orderly procedure for maintaining the safety and welfare of students and staff, as well as a precise record of all incident responses and actions.

- 1. Person receiving threat or other persons designated in the Site Specific, immediately activates the Fire Alarm.
- 2. Persons receiving threat, calls police and reports:
  - his/her name and title
  - school/site name and address
  - problem (bomb threat)
- 3. Person receiving threat or other person designated in the Site Specific, calls the Superintendent's Office to report incident and action taken so far evacuation, notification of police, and other actions.

4. Staff/students evacuate buildings and proceed to the EAA and take roll using plan books or grade books. Staff should visually check the immediate area in which students are waiting and should not relocate Assembly Area near fences or bushes until they are checked.

If the bomb threat message contained a specific time of detonation, the buildings should not be reentered until a significant period of time has elapsed after that time, no matter how thorough a check was conducted.

- 5. Any unaccounted for students/staff or visitors must be reported **immediately** to the first arriving fire department or police personnel.
- 6. If the Principal or site administrator judges it necessary to remove students/staff from the site, the Superintendent, or Designee, and local police should be consulted in this determination so that parents can be notified, school facilities can receive adequate protection, and crowd control can be furnished if necessary.

Our	nelter sites for evacuation are:	
#1		
#2 _		

7. When is has been determined that reentry is permitted following what was judged to be a prank bomb threat, teachers should once again quickly visually inspect their classrooms for unusual items before allowing students to enter. All other work areas should be quickly checked visually one more time for anything unusual or out of place that might have been previously overlooked.

Your local fire and law enforcement agencies may want you to follow a different set of procedures or a different implementation sequence. It is important that you talk with them about the above procedures.

### **BOMB THREAT SITE SPECIFIC CHECKLIST**

This checklist delineates the action to be taken in response to a bomb threat. Section I is to be recorded by the person receiving a bomb threat. If the threat is by letter, record the words of the threat in this section and proceed to Section II of the checklist. Section II is the report of the actions taken following the receipt of a bomb threat. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee _		Alternate(	s)						
Site		Date	Time						
Person rece	eiving call		·						
Telephone i	number call received at	Telephone nur	nber on caller I.D.						
	<del></del>	I <u>RT I</u> on Receiving Call)							
	Exact words of Caller/Threat								
	If possible, ask the caller the following	ng questions:	Annual Control of the						
	Where is the bomb (building,	location)?							
	What time is it set to go off?								
	What kind of bomb is it? What does it look like?								
		the bomb set?							
	What is your name?		How old are you?						
	Evaluate the voice of the caller and check Male Female Adult Accent Speech Impediment Normal Excited Loud Voice is familiar? (If so, sound	Teen Elem Elem Intoxicated Disguised	n. Age Child Old Slow Rapid Sincere						
	Background noise (check applicable s  Music Conversation Typ  Cars or trucks Machine noise _	paces): ping Babies o	or children Airplane						
	Time caller hung up								

PART II

(Report by Principal, Site Administrator or Designated Person)

(Check off completed tasks as appropriate to the circumstances of the incident. Attach record of additional actions.)

	Fire Alarm activate	d by		Time
	Police called by			Time
	Report:	•	his/her name and title	
		•	school/site name and address	
		•	problem (bomb threat)	
		<b>&gt;</b>	"We have just evacuated the buildings	**
	Superintendent, not	ified by		Time
	Message:	•	"This is [name and title] at [school/site] received a bomb threat. We have evacuand called the police."	
	Written threat (letter	) protect	ted in document holder and kept by	
	Thorough inspection multipurpose room,	of all c	persons accounted for/or missing.  lassrooms, work areas, lounges, bathroon shrubbery, roof, and perimeter areas con Police Other	
	Evacuation from site	declared	d necessary by	
	Buses requested from Yes 1	n Transp No	oortation to move (#) studen Time	ts and staff
	Local Emergency Ma	anageme	ent Director and Police notified of evacua	tion from site by
	Suspicious object loc	ated in/a	at/near	
	Nothing suspicious lo	cated. I	Reentry authorized by	
,	Time			
	Students/all personne	l returne	ed to classrooms/work area. Time	

### FLOODS, RAIN

# PREPARING THE STAFF & SCHOOL RESPONSIBILITIES





Flooding in our community can present real danger to students, staff or facilities. Students are particularly vulnerable while walking to or from school. Local emergency management authorities have included in their emergency planning, specific actions in the event of life threatening floods from rains or dam failure. Schools may or may not be contacted by contacted by local authorities and this should be discussed with those you assume will notify you. Schools should follow actions and requests directed by the local emergency management organization.

One of the quickest ways to receive warnings is with a NOAA Weather Alert Radio. Weather Alert Radios are now being used to alert the public to a variety of hazardous conditions. There are models that also have AM/FM capability. You can find more information on Weather Alert Radios at: <a href="http://www.nws.noaa.gov/nwr/">http://www.nws.noaa.gov/nwr/</a>

In the event of serious flooding, the Emergency Operations Center (EOC), at the local and state level, will be activated to the extent appropriate to meet the response needs of the incident and in as safe a location as possible.

In Maine most frequently granted Presidential Disaster Declarations are for flooding.

### **PROCEDURES**

When a prolonged rain, flood or similar emergency occurs after the school day begins and conditions at a site appear to be serious, the following action should be taken:

- 1. The Principal or site administrator should monitor weather conditions via radio, TV and weather radio.
- 2. Facility staff should be kept posted of potential emergencies.
- 3. Principal or site administrator should contact the local emergency management authorities regarding the emergency condition.

If it becomes necessary to move students, staff and visitors, these are the actions that should be implemented:

### The Principal or site administrator should:

- 1. Notify the Superintendent.
- 2. Contact Emergency Authorities.
- 3. Secure transportation to shelters.
- 4. Notify media of evacuation and location of the site.
- 5. Check all doors to the buildings to make sure they are closed and secured.

### Teachers and staff will:

- 6. Take attendance before and after evacuation to shelter.
- 7. Stay with students until released to guardian.

When a prolonged rain, flood or similar emergency occurs when school is not in session and the Superintendent decides to close school, students, staff and the general public should be officially notified via the radio and television media. Both the electronic and printed news media, as well as local law enforcement agencies, should be enlisted to disseminate school related emergency information.

# FLOODS, RAIN SITE SPECIFIC CHECKLIST

This checklist delineates the action to be taken in response to serious flooding. All staff members should be aware of these procedures and persons other than the Superintendent/Principal should be authorized to carry them out. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee _	_Joseph Hufnagel7016854	Alternate Oren Stevens	240 0033	
Site		Date	Time	
Check off co	ompleted tasks as appropriate to	o the circumstances of the situation.		
	Determined flood presents a	danger to students, staff or facilities.		
	Superintendent, notified by		Time	
	Message:	"This is [name and title] at [school/site]. flooding [type and location]. We [are/ar moving students and staff to other areas [have/have not] notified transportation."	e not] considering	
	Notified Fire and Police of potential danger from flooding/dam failure. Directed to remain on the site <b>OR</b> directed to evacuate all students and staff from school to			
_	by [name of person/title]			
	Yes No	ortation to move [#] students Time		
		tual evacuation by		
	Issued order to move students	s/staff/visitors to		
		to classrooms/work areas or released to G	Гime uardian.	
	Principal notified of missing s	students, staff, visitors		

# SEVERE WINDSTORM, HURRICANE & TORNADOS

# PREPARING THE STAFF & SCHOOL RESPONSIBILITIES





Although hurricanes and tornados are not a frequent emergency situation in our Maine they do occur. Maine experiences an average of two tornados a year and they usually occur in wooded areas since Maine is 90% wooded.

Because Maine does not receive many strong hurricanes it is difficult to accurately determine their frequency. The National Weather Service estimates that Category 1 storms (74-95 mph) pass within 75 miles of the Maine Coast every 30 years. Category 2 storms pass with 75 miles of southwestern Maine every 150 years and mid and Downeast sections every 100 years. All of Maine is subject to hurricane effects. When the 1954 hurricanes impacted Maine there were bridges in Presque Isle that washed out. Hurricanes can dump large amounts of rain within a short period of time and may spawn tornados.

Severe windstorms are often accompanied by lightning and heavy rain and are experienced on a regular basis throughout Maine. Maine has the eighth highest per capita lightning causality rate in the United States. Unfortunately lightning risks are not taken seriously and adequate preparation and protective actions are often not implemented. Schools should be familiar with correct lightning safety measures.

Lightning storms are inconvenient and will cause disruption of normal activities and routines if proper safety precautions are taken. For information about lightning see: <a href="http://www.nws.noaa.gov/om/wem/lightning/">http://www.nws.noaa.gov/om/wem/lightning/</a>

The National Weather Service can usually forecast severe windstorms with a high degree of accuracy. For severe windstorms, advance warning of 2-3 hours may be possible. Fairly accurate hurricane warnings are issued 24-36 hours in advance of the storm. Tornado warning periods are much shorter and 5 minutes or less of advance notice may be all that is available. Advance notice would most likely only be available via a Weather Alert Radio. Tornado activity and warnings will require an immediate response by the school. People outside the building will have to be brought inside immediately (reverse evacuation). Students and staff should assume a crouch and cover position along a wall and away from any areas with windows or large span roofs. Window shades or blinds should be pulled. All staff members at school sites should be familiar with the emergency response procedures for these types of incidents.

All schools should have a Weather Alert Radio stationed in a staffed area. Athletic Directors should wear portable belt models so that warnings will be received on athletic fields. Weather Radios will work in all 50 states and Canada but coverage varies depending on the location of broadcast towers.

Each school should predetermine potential problem areas within its campus or work location and also areas that would provide the highest degree of safety to students, staff, and visitors. Hallways offer reasonably good protection while portable classrooms are unsafe in high wind situations. Safer areas would provide shelter with the least exposure to large glass windows and large roof spans and have emergency lighting in case of power failure.

The following are important considerations in school response planning:

- Inoperative electrically powered bells and communication system
- Inoperative communications
- Inoperative bells and lights on telephone
- Absence of naturally lighted holding areas
- Inoperative devices in schools for the handicapped
- Inoperative refrigeration systems
- Inoperative security alarm systems
- Inoperative heating and cooling systems

Due to the long lead times for hurricane warnings it is unlikely that any school in Maine would be in session as a hurricane approached. It is anticipated that students would be at home. There are still prestorm issues that schools will need to be concerned with such as preparing the building and securing items that could be blown about by the wind causing damage to buildings or injures to people. Plastic sheeting, plywood, duct tape, and roof cement may be needed after the storm passes to seal any damaged areas. These supplies will probably not be available after the storm, having been bought up while the storm was approaching.

Post storm issues will include whether the building and grounds are safe to use. The school may have been designated as a community shelter, and may be needed for several days after the storm has passed.

# SEVERE WINDSTORM, HURRICANE & TORNADO SITE SPECIFIC CHECKLIST

This checklist delineates the action to be taken in response to a severe windstorm and/or tornado. All staff members should be aware of these procedures and be prepared to carry them out. If specific persons are designated, their names should be noted as appropriate.

Designee _	_Joseph Hufinagel 7016854_	Alternate(s)_(	PrenStevens 240 0033
Site		Date	Time
Check off	completed tasks as appropriate	to the circumstances of the situati	ion.
		should be evacuated to safe location taken:	
		ocal EOC and/or County EOC by	
	[Only if necessary] Emerge called by	ency Agency	
			CD*
	Report:	give name and title, school/site	name and address
	<b>&gt;</b>	problem (type of emergency; spaction taken)	pecific location on site;
	Superintendent, notified by		Time
	Message:	"This is [name and title] at [sch damage and/or injuries from the tornado [type and location]. Woutside the regular classroom/vocalled 911, and [have/have not] clean up."	e severe windstorm and/or e [have/have not] evacuated vork areas, [have/have not]
0	[type and location]. Directe Directed to evacuate all stud	ootential danger from severe wind to remain at the sitelents and staff from site to	
	Yes No	portation to move [#] Time	
	Students/all personnel return Time/Date Comments/Notes	to classrooms/work areas.	

# **EARTHQUAKE**

# PREPARING THE STAFF & SCHOOL RESPONSIBILITIES





The earthquake procedures are based initially on the fact that the safest place for young people in the event on an earthquake during the school day is in the school. Keep in mind that during an earthquake **most injuries occur to people running in or out of buildings**. Practicing in place duck and cover drills is useful for earthquakes and other sudden occurrence events. Such an occurrence puts, of course, a heavy safety burden upon the school administrator and the school staff. Nevertheless, the safety and welfare of the students during such a disaster situation is the responsibility of the school administrator and school staff, as well as support personnel. Students, in turn, have definite responsibilities to staff members, to one another, and to themselves.

- A predetermined Emergency Assembly Area (EAA) should be designated away from the traffic of emergency vehicles, a far distance away from the school building, and away from potential hazards of power lines, etc. The EAA must be away from direct contact with parents or other community members who might wish to bypass the process and remove students without authorization. This restriction of immediate access will prevent children from leaving the school grounds with inappropriate people during the confusion following such an event. This will also aid in tracking children and determining who is missing. While this may cause some temporary inconvenience for parents, it is for the good of all children that this procedure exists.
- As in any disaster situation, it is imperative that all students, personnel and visitors be accounted for immediately. When leaving the classrooms, teachers take with them the current student rosters, health information, reporting forms and first aid supplies. The school office staff takes with them personnel and student information, as well as the daily visitor sign-in-sheet which indicates other persons on the site. In addition, attendance folders could also be taken from the building to the EAA or other appropriate area.

# BEFORE THE EARTHQUAKE HAPPENS: BE PREPARED

Being prepared by taking precautionary measures beforehand may substantially preserve life and property should an earthquake strike. Although earthquakes cannot be prevented, there is much that can be done to lessen the destructive impact on students and staff by eliminating many of the potentials for hazards in offices and classrooms. Earthquakes occur with NO warning, therefore leaving NO preparation time. All earthquake preparations must be done well in advance, and whatever preparations are left undone will result in consequences. Being knowledgeable and trained in actions and responsibilities for coping during and after an earthquake has struck will minimize the impact.

All personnel and all students must be familiar with the established procedures that define responsibilities and actions for an earthquake situation.
Each classroom teacher and each department head shall inspect his/her work areas for potential hazard conditions, i.e., heavy objects on top shelves, hanging plants overhead, etc., and shall rearrange their work areas to eliminate any self-made potential hazards. Non structural hazard mitigation such as strapping water heaters and securing bookcases and filing cabinets to walls shall be assigned by the Principal to the appropriate parties.
All students and employees shall be instructed as to what they should do in the event of an earthquake, the escape route they should follow after the earthquake, and the specific location where each office/department/classroom will be relocated for safety. Every classroom, office, work area, and room throughout the school will have this posted near a doorway.
All school personnel are expected to avail themselves of every opportunity to be trained in the areas of first aid, CPR, triage, self-help, etc.
In case of a catastrophic earthquake, it is expected that all sites will be without basic services — phones, electricity, running water (possibly very limited or no water at all), toilet facilities, natural gas for heating and cooking, police/fire/medical attention for at least 72 hours. Being as prepared ahead of time as possible will lessen the natural panic and create a situation that is manageable.
Functioning under these conditions is extremely stressful under the best of conditions, and one thing that is certain in an earthquake situation is that there are no best conditions. To this scenario we add the stress factors of families being separated and not knowing what is happening with them. Under these conditions, it is important to recognize that stress might "rob" us of some of our most important resources — the ability to think clearly and quickly.

# BUS

# SCHOOL RESPONSIBILITIES



# Field Trips/Sporting Activities

The school should always have a list of students that leave the building for whatever reason, whether it be on a field trip or sporting event. The school should also have information on every student that is easily accessible. Every student information sheet should include their names, birth dates, addresses, parents' names, home phone numbers, and parents' work phone numbers. This way, if there is a bus accident, the school can easily contact parents of all students who were involved. Teachers also need quick access to which children have allergies and any medications children are on. This information will be needed by those providing medical care.

# **PROCEDURES**

# **BUS ACCIDENTS WHILE TRANSPORTING STUDENTS**

At the scene of an accident involving a school bus, the responding law enforcement agency is in charge.

The responsibility for the release of uninjured students rests with the Superintendent or designee, but only after the Police have fully investigated the incident and have issued a release.

The following bus emergency procedures should be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to ensure the welfare of children.

# Report emergency to Fire, Police, EMS. Provide emergency first aid for the following medical conditions in order listed: restoration of breathing, severe bleeding, shock, minor injuries. Evacuate bus, as follows, only if required for the safety of passengers: give instructions for orderly evacuation from designated exits; take first aid kit, passenger roster, and put bus radio microphone out through the window; announce specific assembly point after evacuation; check to be sure that all passengers have left the bus; supervise or arrange for supervision of students at assembly point. Report to Superintendent or designee, names of students sent to the hospital, giving the

name and location of the hospital.

Responsibil	ities of Personnel Other than the Driver of the Bus
	Assist in implementing directions given by the driver or teachers.
	Assist in supervision or orderly evacuation if this becomes necessary.
	Supervise passengers and assist with first aid.
	To the extent qualified, assume the responsibilities of the bus driver if the bus driver is incapacitated.
	Notify the following: Police, Fire Department, if necessary; emergency medical services, if necessary.
Q	Dispatch a vehicle to the scene to transport students and personnel, if necessary.
	Inform the school of who is on the bus. Was anyone injured? Give detailed information regarding the emergency so the school can make the necessary phone calls to parents.
	Provide updated information to school personnel upon request.
School of Att	tendance Responsibilities
	Notify parents or guardians of the incident.
	Release student(s) to parent(s) or guardian(s).
	Complete accident reports for all students who have complaints of injury.
	Coordinate with Superintendent to provide insurance claim forms to parents.
	Log time of information received and actions taken.

# **BUS SITE SPECIFIC CHECKLIST**

This checklist delineates the action to be taken in response to a bus accident. It is imperative that all staff members be aware of these procedures and that persons other than the bus driver or Superintendent or designee be preauthorized to carry them out. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee	_Joseph Hufnagel 701 6854	Alternate(s) OrenSteven 240-0033
Bus Driver'	s Name	Date
Location of	accident	Time
Vehicle Typ	ne and No.	Number of Passengers
Check off co	ompleted tasks as appropriate to	o the circumstances of the bus accident.
0	Determine if students/staff s of bus. Action taken:	hould be kept on board or evacuated to safe location outside
	Police/Fire/EMS notified by	Time
	Reported to:	name and title of person
	<b>•</b>	problem (type of accident, specific location)  Action taken, if any
	School, notified by	Time
	Reported to:	his/her name and title
	<b>&gt;</b>	problem (type of accident, specific location) Action taken, (names of students and adults involved)
	Superintendent, notified by _	Time
	Reported to:	his/her name title
	•	problem (type of accident, specific location) Action taken,
		, persons and equipment/vehicles dispatched. Also log time

See INJURY AND TRANSPORTATION FORM at the end of this planning guide.

# SCHOOL ATTENDANCE CHECKLIST FOR A BUS ACCIDENT

(School Office Secretary completes)

Accident report was received by	Time	
Was 911 called Yes No	Time	
Person who notified 911		
Principal notified by	Time	
Superintendent notified by	Time	
School uses their copy of the roster (children on the bus) to notify parents. Noting the name of the parent notified and the time. Medical restrictions should be noted by parents. If the parent you try to contact isn't there, note that you called and at what time, listing the number(s) you tried. Any additional attempts to notify that parent should be noted.		

Student Name	Parent Name	Phone Number	Date	Time Called
	The state of the s	ANTENNA ANTENNA ANTENNA ANTENNA ANTENNA ANTENNA ANTENNA ANTENNA ANTENNA ANTENNA ANTENNA ANTENNA ANTENNA ANTENNA		######################################
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Describe all actions taken, i.e., school staff or additional vehicles and equipment that were sent to accident site.			
Indicate any instructions given by the Principal, Superintendent, Police, Fire, etc. using person name and time of contact.			

Name	Title	Time	Instructions	Other
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# TEACHER/BUS DRIVER/CHAPERONE CHECKLIST

# **COMPLETE BEFORE TRIP BEGINS:** Designee \_\_\_\_\_ Alternate(s) \_\_\_\_ Bus Driver's Name \_\_\_\_\_ Date # of Passengers \_\_\_\_\_ Vehicle type and license # COMPLETE AS MUCH AS POSSIBLE AT TIME OF ACCIDENT Location of accident \_\_\_\_\_ Number of injured people \_\_\_\_\_ 911 called \_\_\_\_\_\_ Time \_\_\_\_\_ Report: name and title school/site name and address problem (Our school bus has been involved in an accident at [location]. There are [# people injured]. Of the people injured [# students injured] and [# adults injured].) Witnesses Name \_\_\_\_\_ Address \_\_\_\_\_ Name \_\_\_\_\_ Tel. \_\_\_\_ Address Name \_\_\_\_\_ Tel. \_\_\_\_ Address Name \_\_\_\_\_ Tel. \_\_\_\_ Address Describe in detail how the accident happened \_\_\_\_\_

# **CLOSING OF SCHOOL**

# PREPARING THE STAFF & SCHOOL RESPONSIBILITIES





It is the intent of the school to remain open according to the calendar adopted each school year. Notwithstanding this commitment, there might be emergency situations that necessitate the closing of school.

The decision to close the schools will be made by the Superintendent upon advisement from staff and civil authorities (police, fire, emergency management, hazardous materials team) as to danger to students and staff, damage assessment of facilities, and capabilities of school to function (water, power, heat, sanitation, road access, etc.). Usually, the decision to close a school will be made as a result of winter storm effects or some disaster situation, such as an earthquake, fire explosion, chemical spill, flood, severe winds or storm conditions, or even excessive heat. In these instances, the Local and State Emergency Operations Center (EOC) may already be activated and the status of the situation closely monitored.

Once a school has been closed, children are not to return until an official announcement is made by the Superintendent.

If the decision is made to close school early, the following items should be considered:

- Children may be returning to homes that have no adult present.
- Children may be returning home during weather conditions or other conditions that increase the chance of injury.
- Streets may be without crossing guards.

If the decision is not to close the school, the following should be considered:

- Conditions may worsen by regular dismissed time posing increased risks for bussed students and those walking
- If conditions unexpectedly worsen, students may have to stay overnight at the school.

# INFORMING STUDENTS, STAFF, FAMILIES, AND SCHOOL COMMUNITY

Determination of the closing of school(s) or the reopening of school(s) for the following day(s) should be made as early in the day as possible so that students and staff can be notified as expediently as possible. The final determination should be relayed to the broadcasting media (radio and cable TV), as well as local authorities.

A large sign indicating school closure should be prepared ahead of time, with space allocated to fill in specifics. This sign should be posted on the window and entrances. If the length of closure is known, it should be noted. If not, just indicate that school will be closed the following day. Also, parents should be reminded to listen to the appropriate and designated radio and television stations for public service announcements.

Telephone communication trees will be established so that all families of students and all personnel can be notified by phone of school closures. Each Principal or site administrator and department head will maintain at his/her home a current list of phone numbers of all employees under his/her supervision.

# **PROCEDURES**

Assessing th	ne situation
0	Superintendent is notified of a situation that might require the closing of a school or site either by local authorities (police, hazardous materials team, fire, emergency management, etc.) or by status report(s) to the Emergency Operations Center (EOC).
	All pertinent information will be gathered (weather forecasts, road conditions, damage assessment of facilities, injuries, staff available, utilities and sanitation capabilities, loca authority recommendations/directives) in the EOC.
Making the	determination
	Only the Superintendent is authorized to close schools.
	All requests/recommendations by local authorities and/or agencies, i.e., police, fire, hazardous materials team, Red Cross, shall be directed to the Superintendent.
	If school is to be closed the following day, this decision will be made, if possible, before sending children and staff home. If this is not possible, then it will be made as soon as possible, so that the word can be spread to families within the school community and to staff. Schools will activate parent communication trees and the staff communication tree will also be activated.
	Civil authorities are notified.
	Radio and cable television are notified of closures.

# **CLOSING OF SCHOOL SITE SPECIFIC CHECKLIST**

This check list delineates the action to be taken in the school must be closed due to an emergency situation. It is imperative that all staff members be aware of these procedures and be prepared to carry them out if the Superintendent/Principal is not available to make the determinations required. If specific persons are designated to perform these tasks, their names should be noted as appropriate.

Designee _	Alternate(s)			
Site	Date Time			
Type of Inc	cident Time			
Check off c	completed tasks as appropriate to the circumstances of the situation.			
	The school was closed by order of			
	Superintendent advised of civil authorities directive to close school.			
	Superintendent studies full situation and makes determination.			
	Determination to announced to site(s)at:  Date Time			
	Superintendent directs Principals or site administrators to activate telephone communication trees to notify families and staff of site closure(s).			
	Notify radio stations. Time			
	Support services are notified: Crossing guards Bus drivers			
	Decision to reopen site(s) is made. Date/Time			
	Personnel notified of site reopening.			

# **DISASTER RELATED PSYCHOLOGICAL FACTORS**

This guide, meant to be a resource for the classroom teacher in helping children to recover from the effects of a disaster, was prepared using information developed to assist teachers to help children recover from the Loma Prieta Earthquake of 1989. The ideas presented will help in coping with other general disasters, as well as with the mini-disasters that occur in the lives of individual children.

A Crisis Intervention Team, made of trained professional staff members, will play an important role in the recovery from any type of psychological crisis. Teachers can access a Crisis Intervention Team through their Principal or site administrator.

It is not the intent of the disaster preparedness plan to "train" the staff members to be mental health professionals, nor to expect them to function as such. The intent is to make available all information that pertains to preparing and coping with the effects of disasters, minor or catastrophic. Therefore, the psychological factors involved in disaster situations need to be understood by all staff members.

For purposes of maintaining preparedness in disasters, especially disasters that could involve mass injuries, it is necessary to consider both psychological and social needs, those emotional and community-related factors that affect the victim or family and significant others or that influence the staff in the performance of their duties. The emotional component is characterized by:

- (1) the individual's reaction to a casualty situation, whether or not a personal injury has been incurred
- (2) the reaction of the family and significant others to the situation and to the victim's injury or possibly death
- (3) the reaction of the staff to the situation, both as participants personally affected by the situation and as school district employees providing a disaster service
- (4) the reactions and behavior of the community.

The social component can be seen as the response of community agencies and services in providing necessary resources and in meeting responsibilities to those injured or affected, as well as the material resources of the victim and family.

# **VICTIMS**

Victims undergo what might be called a disaster syndrome, which consists of four phases of emotional and mood reactions. Individuals differ in the time spent in each phase and in the intensity of reaction, but the general sequence is as follows:

- 1. **Shock Phase:** Immediate, lasting a few minutes to a few hours; behavior is dazed, stunned, apathetic, disorganized, does not respond to direction.
- Suggestibility Phase: May last several days; shows unselfish regard for the
  welfare of others, willing to follow instructions, grateful, guilt due to survival,
  suggestible.

- 3. <u>Euphoric Phase</u>: May last several weeks; behavior includes identifying with others in the same situation, feeling of brotherhood, enthusiastic participation in group activities.
- 4. <u>Depressive Phase</u>: (personal frustration) Hopefully fades as life returns to regular pattern; behavior is critical, complaint oriented, awareness of and annoyance with losses.

These phases are all normal behavioral responses. Experiencing a disaster is a crisis and as such is made more severe by the added factors of death, injury, family problems, job difficulties, illness, loss of personal belonging and the disturbance of regular routine. After the initial numbness and absence of panic wears off (usually one to two hours), the following behaviors set in:

- Fearful, crying, horror at sights of destruction/devastation/sounds; talks about it to everyone who will listen; watches all TV coverage; reads everything on the events lasting several days.
- Returns to work and usual routine when possible; less apt to want to discuss disaster; avoids media; feels anxious, irritable, insomnia, depressed, guilt of surviving, angry (both direct and displaced) usually lasts several weeks.

In some instances, dysfunctional behavior responses may be manifested. They include continuing morbidity, anxiety, suicide, depression, poor concentration, phobias, headaches, gastrointestinal problems, drug/alcohol abuse, absenteeism from school/work, deterioration of personal relationships; recurrent recollection of event/recurrent dreams/nightmares.

# RESCUE WORKERS

Rescue workers will experience many of the same feelings as victims. As participants, and possibly victims, the behavioral patterns of staff members may include excessive irritability, fault finding, holding grudges, being suspicious, resenting authority, and concern about safety for selves and family.

Stress in the working environment is created by:

- understaffed/overworked
- philosophic/emotional conflicts
- sudden death
- inexperience or anxiety about one's competence
- shock-impact of sights/smells
- family responsibilities vs. work demands
- political/bureaucratic problems

"Burn-out" is a problem that needs to be addressed, because it lowers group morale, increases absenteeism, lowers mutual support, increases scapegoating, and adversely affects home life. The symptoms are emotional, physical, and behavioral and might be acted out by detachment or over involvement. They are manifested in the following ways:

- deterioration of one's sense of well-being
- chronic exhaustion/depression
- hostility/negativity
- loss tolerance for more difficult victims/problems
- dreading new encounters
- guilt for feeling negative
- helplessness/isolation

# **RECOVERY PROCESS**

These factors stand out as essential in dealing with crisis recovery:

- Being able to talk about the experience and express the feelings accompanying the experiences.
- Being fully aware of the reality of what has happened.
- Resuming concrete activity and being able to reconstruct the pre-disaster life routine.
- Accessible/available help.
- Leadership clearly making decisions/giving directions.
- Open avenues of communication for victims to locate family/friends.
- Prevention of rumors by careful control of words used, information given (Don't use words such as PANIC, MORGUE, HATE).
- Planning ahead being prepared

The man contribution to be made on the non-professional level is to provide Psychological First Aid - the initial aid received by a person in trouble. The goal should be either to return moderately disabled persons to reasonably good function in a short time, or to make more seriously disabled persons as comfortable as possible until they can be given more complete care. At most basic level, it begins with keeping calm and expressing reassurance to the students during and after the occurrence.

The general principles of Psychological First Aid include:

- Accept every person's right to his/her own feelings.
- Attempt to calm the victim, relieve the anxiety and stress.
- Communicate confidence in yourself.
- Contact members of victim's family or support system.
- Size up disturbed person's abilities as accurately and quickly as possible.
- Encourage the person to speak freely about whatever is on his/her mind, allowing him/her to "ventilate" feelings.
- When the person begins talking, interrupt as little as possible. After you have heard the full story, you can ask for details. Practice "active listening".
- Do not argue with the person if he/she disagrees with you.
- In helping a child, deal with issues indirectly and provide food and comforting.
- Do not impose your methods of problem-solving upon the disaster victim; his/her solutions will be the most successful for him/her.
- Accept your own limitations in a relief role; do not attempt to be all things to all people.

Particularly in a disaster, children look to adults for help. How you react to a disaster gives them clues on how they should react. If you react with alarm their fear will increase. As the situation ceases, explain to the children what has happened and that help is coming.

# ANNUAL CONCURRENCE

This page shall be executed annually by the Superintendent, Principal, and Planning Team after the current plan is reviewed and updated for any changes in risks, procedures, contact information, personnel, and task assignments.

Name of Facility:			
Reviewed and approved:		Date:	
	Superintendent	Date.	_
Reviewed and approved : Principal		Date:	
Signatures:			
Planning Team Member	Title	Date	
Planning Team Member	Title	Date	
Planning Team Member		Date	
Planning Team Member	Title	Date	
Planning Team Member	Title	Date	
Planning Team Member	Title	Date	
Planning Team Member	Title	Date	
Planning Team Member	Title	Date	
Planning Team Member	Title	Date	

# **RECORD OF CHANGES**

It is the responsibility of the Superintendent, Principals and Planning Team members to review the plan as necessary or at least on an annual basis.

The plan has been updated and revised as of the date shown on the Record of Change Sheet. All pages on which revisions have been made appear with the revision reference in the lower right corner.

Copies of pages with changes must be mailed to everyone who has a copy of the plan. Instructions for making the changes should also be included. A set of instructions may be similar to the following example:

"The	_School All Hazards I	Emergency Plan ha	is been reviewed and
revised as indicated in the encl	losed/attached pages.	These revised pag	es have a new date in the
lower right hand corner. It is n of the plan and replace them w Revision Log for your copy of	ecessary to remove and rith the enclosed/attacle	nd discard the exist	ing pages from your copy

Plan Section	Remove Pages Numbered	Insert Pages Numbered
Bomb Threat	10, and 13,	Same

All school personnel must be made aware of changes to the plan. This can be done through a short assembly of all school staff. Changes that will require a behavior change such as using a different evacuation route should be practiced as soon as possible. In a crisis people follow the routines they have practiced.

Page Number Changed	Date of Change	Date Entered in Plan	Person Entering Chang
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# STUDENT RELEASE REQUEST FORM

Name of Student		Room No
	(Print)	
Name of Parent/Person making requ	est	
0 1		Print)
Date	Time	
Authorization verified:Yes		
Ву:	·	
Released By:		
Signature of person to whom stude	ent is released	
Address and phone number of person	student is released to if differen	nt than student's residence:
Address	City/Town	Zip
Phone Number		

# **EXERCISES AND DRILLS**

An exercise should be a realistic rehearsal or simulation of an emergency, in which individuals and organizations demonstrate the actions that would be expected of them in a real emergency. Exercises should provide emergency simulations that test the preparedness and response capability of individuals and organizations, and validate plans, policies, procedures Simulations should also determine the effectiveness of the command, control, and communication actions and event-scene activities.

Exercises may vary in size and complexity to achieve their respective purposes. Examples of emergency exercises include:

- (1) Orientation Seminars are an overview or introduction to familiarize participants with roles, plans, procedures or equipment. They can be used to resolve questions of coordination and assignment responsibilities. They are usually presented as an informal discussion in a group setting and are very low stress meetings. They may be done in lecture, slide, video, panel discussion, or guest presenter formats. Preparation time is about one to two weeks. (Event time: 1-2 hour maximum.)
- (2) Tabletop Exercises simulate an emergency situation in an informal, stress-free environment. They are designed to elicit constructive discussion as participants examine and resolve problems based on existing plans. There is minimal attempt at simulation, no utilization of equipment or deployment of resources, and no time pressures. The success of these exercises is largely determined by group participation in the identification of problem areas. They provide an excellent format to use in familiarizing newly assigned/appointed personnel and senior officials with established or emerging concepts and/or plans, policies, procedures, systems, and facilities. Preparation time is about one month. (Event time: 1-4 hours but can be longer.)
- (3) Drills are a coordinated, supervised activity normally used to exercise a single specific operation or function in a single agency (school). They are also used to provide training with new equipment, to develop new policies or procedures, or to practice and maintain current skills (fire evacuation). Preparation time is about one month. (Event time: 1/2-2 hours.)
- (4) Functional Exercises are fully simulated interactive exercises. They validate the capability of an agency or school to respond to a simulated emergency testing one or more functions of the emergency plans. They focus on policies, procedures, roles and responsibilities of single or multiple emergency functions before, during, or after any emergency event. Preparation time is six to eighteen months and possibly longer. (Event time: 3-8 hours.)
- (5) Full-Scale Exercises are as close to a real disaster as possible. It is a field exercise designed to evaluate the operational capability of emergency management systems in a highly stressful environment which simulates actual response conditions. This realism can be accomplished through mobilization and actual movement of emergency personnel, equipment, and resources. Participants can be made up to simulate the injured and dead that would result in an actual event. The exercise team will need about a year to a year and a half to develop a complete exercise package. (Event time: 2-4 hours to 1 or more days)

The evaluation of an exercise should identify systemic weaknesses and suggest corrective actions that will enhance agency preparedness. Following an exercise, a comprehensive debriefing and after-action report should be completed. The focus is on what went wrong and what went well- not who went wrong. The lessons learned should be incorporated into a remedial action plan. A No-Fault (e.g., non-punitive) Concept should be utilized during all events.

Exercises and drills may indicate the need for more training, equipment, or the modification of response plans and procedures in order to be prepared for a disaster. When new concepts, procedures, or equipment become part of the plan staff are trained on these so that they become thoroughly familiar with the changes. The new plan is then retested while the additional training is still fresh. If too long a period passes before the changes are tested they may be forgotten and old procedures may be relied on.

FACILITY

RECORD OF DISASTER DRILLS AND EXERCISES

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# **Comprehensive Emergency Planning For Schools**

# STAFF SKILLS SURVEY & INVENTORY

Name & School		Room
and capabilities of the staff wi paramount importance during	t is important to be able to draw from all avail play a vital role in coping with the effects and after a major or catastrophic disaster.	School  ailable resources. The special skills, training of any disaster incident and they will be of The purpose of this survey/inventory is to
PLEASE CHECK ANY OF TI CIRCLE <u>YES</u> OR <u>NO</u> WHER	IE FOLLOWING IN WHICH YOU HAVE E E APPROPRIATE.	EXPERTISE & TRAINING.
First Aid (current card y	es/no)CPR (current card yes/no)	TriageFirefighting
Construction (electrical,	plumbing, carpentry, etc.)	Running/Jogging
Emergency Planning	Emergency Management	Search & Rescue
Law Enforcement	Bi/Multi-lingual (what language(s))	
Mechanical Ability	Structural Engineering	Bus/Truck Driver (Class I or 2 license yes/no)
Shelter Management	Survival Training & Techniques	Food Preparation
Ham Radio Operator	CB Radio	Journalism
Camping	Waste Disposal	Recreational Leader
OO YOU HAVE EQUIPMENT	IN YOUR ROOM THAT WOULD BE OF US arpet squares)YesNo OR ACCESS TO EQUIPMENT OR MATER IN EMERGENCY?YESNO	OLALS AT VOLID SCHOOL SITE
COMMENTS		
WHAT WOULD MAKE YOU FI SCHOOL?	EEL MORE PREPARED SHOULD A DISAS	STER STRIKE WHILE YOU WERE AT

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### **TAB 12: ANTI-BULLYING POLICY**

Policy No. JICK

Effective Date: **DRAFT** 

### **ANTI-BULLYING POLICY**

Wayfinder Academy believes that bullying, including cyberbullying, is detrimental to student well-being and to student learning and achievement. It interferes with the mission of the school to educate their students and disrupts the operations of the school. Bullying affects not only students who are targets but also those who participate in and witness such behavior.

## I. Bullying Prohibited

Bullying, including "cyberbullying," is not acceptable conduct at Wayfinder Academy and is prohibited.

Retaliation for the reporting of incidents of such behavior is also prohibited.

In adopting this policy, it is not the Board's intent to prohibit students from expressing their ideas, including religious, political and philosophical views that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that directly interferes with students' rights at school under applicable laws or with the educational mission, operations, discipline or general welfare of the school.

### II. Definition of Bullying

"Bullying" and "cyberbullying" have the same meaning in this policy as in Maine law:

- 1. "Bullying" includes, but is not limited to a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:
  - a. Has, or a reasonable person would expect it to have, the effect of:
    - Physically harming a student or damaging a student's property; or
    - Placing a student in reasonable fear of physical harm or damage to his/her property;
  - b. Interferes with the rights of a student by:
    - Creating an intimidating or hostile educational environment for the student; or
    - Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or

### c. Is based on:

- A student's actual or perceived characteristics identified in 5 MRSA § 4602 or 4684-A
   (including race; color; ancestry; national origin; sex; sexual orientation; gender identity
   or expression; religion; physical or mental disability) or other distinguishing personal
   characteristics (such as socioeconomic status; age; physical appearance; weight; or family
   status); or
- A student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics; and that has the effect described in subparagraph A. or B. above.

2. "Cyberbullying" means bullying through the use of technology or any electronic communication, including but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant.

# **III.** Application of Policy

This policy applies to bullying that:

- 1. Takes place at school or on school grounds, at any school-sponsored or school-related activity or event or while students are being transported to or from school or school-sponsored activities or events; or
- 2. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in the definition of "bullying."

## A. Consequences for Policy Violations

### 1. Students

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion or a series of graduated consequences including alternative discipline or other behavioral interventions.

The Board retains the right to impose disciplinary consequences for bullying and other conduct that occurs at any time or place that substantially disrupts the instructional program, operations of the schools or welfare of students.

Any student violating this policy may also be subject to civil or criminal penalties.

### 2. School Employees and Others

Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements.

Volunteers, contractors and visitors who violate this policy will be barred from school property until the Superintendent is satisfied that the person will comply with Maine's bullying law and this policy.

Any person violating this policy may also be subject to civil or criminal penalties.

Any school-affiliated organization that authorizes or engages in bullying or retaliation is subject to forfeiture of Board approval/sanctioning and/or suspension or revocation of its permission to operate on school grounds.

# **B.** Staff Training

Wayfinder Academy will provide professional development and staff training in bullying prevention and response.

# C. Delegation of Responsibility

The Head of School will designate the school principal and/or other school personnel to be responsible for implementation/enforcement of this policy and associated procedures on the school level.

The Head of School will be responsible for developing and implementing procedures in accordance with applicable law to implement this policy.

### **D.** Dissemination of Policy

This policy, any associated administrative procedures and the names of the person(s) responsible for implementing the policy/procedure at the school level will be provided, in writing to students, parents, school employees and volunteers in handbooks, and on the school's website and by such other means (if any) as may be determined by the Head of School.

Legal Reference: 20-A M.R.S.A. § 1001(15), 6554

Cross Reference: AC - Nondiscrimination, Equal Opportunity ACAA-R - Harassment and Sexual Harassment of Students

ACAD - Hazing

ADF - School District Commitment to Learning Results

JI - Student Rights and Responsibilities

JIC - Student Code of Conduct

JICC - Student Conduct on Buses

JICIA - Weapons, Violence and School Safety

JK - Student Discipline

JKD - Suspension of Students

JKE - Expulsion of Students

Adopted: To be adopted by the Wayfinder Academy Board of Directors Revised:

### **TAB 13: ANTI-HARASSMENT POLICY**

Policy No.: ACAA

Effective Date: DRAFT

# Student Anti-Harassment/Sexual Harassment Policy

It is the intent of Wayfinder Academy to provide all students with an equitable opportunity to learn. A safe, orderly and respectful school environment is central to that opportunity.

Students should not discriminate against or harass other students on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin or disability. Sexual harassment is also prohibited. Harassment is grounds for disciplinary action. Any type of harassment, including discrimination or sexual harassment shall be investigated by the Head of School and shall include contact of legal authorities if a violation of state or federal law is suspected.

### Legal Reference:

20-A M.R.S.A. § 1001(15)(H) P.L. 2005, ch. 307 § 4-5

### **Cross Reference:**

Adopted: Draft to be voted on by the Board

Revised:

## B. Organizational and Operational Plan

## **B.1 School Calendar and Daily Schedule**

Wayfinder Academy (WA) offers two program tracks. Both tracks provide individualized instruction and flexible schedules and follow a similar School Calendar. The school calendar is combined for both tracks.

### SCHOOL CALENDAR

### **Passages**

Students enrolled in the Passages Program track receive individualized instruction in their own homes. Core credit areas include: academics, life skills, and parenting skills. Students work at their own pace to complete core requirements, and meet at minimum once per week with their instructor. Instructors also meet with students over the phone and via the internet, and during monthly group workshops. Traditional seat time is not part of the focus of learning, instead the focus is upon obtaining proficiency in required subjects. The 2016-17 academic calendar is attached. This calendar will remain virtually the same for the 2017-2018 year.

### Residential

Students in the Residential Program track reside on campus and participate in learning activities from 7 am until 10 pm seven days per week. Core credit areas include: academics, life skills, career explorations, community service, and experiential learning expeditions. Much of this instruction takes place on-site and off-site and during non-traditional school hours. Traditional seat time is not part of the focus of learning, instead the focus is upon obtaining proficiency in required subjects. The 2016-2017 academic calendar is attached. This calendar will remain virtually the same for the 2017-2018 year.

The annual calendar also includes teacher preparation and professional development days.

	Annual School Calendar = 2016:17	
- Daig	ACTIVITY OF THE PROPERTY OF TH	Program Track
8/29	Staff returns for training and pre-term prep	Both
9/6,7,8	All-school staff training	Both
9/14	CPR/First Aid Training	Both
9/18	First day for students	
9/22	Back to School Meet and Greet Luncheon	Both
9/22	Midcoast Passages Workshop	Passages
9/23	New Gloucester Area Passages Workshop	Passages
9/23-25	ELE Orientation: Canoeing and on Campus Camping	Residential
9/29	Washington County Passages Workshop	Passages
9/29	New Gloucester Campus Team Building & BBQ	Residential
9/30-10-2	ELE to MDI and Acadia National Park	Residential
10/6	All Passages Staff Meeting in Bangor	Passages
10/7-11	Fall Weekend Break	Residential
10/13	Midcoast Passages Workshop	Passages
10/20	New Gloucester Area Passages Workshop	Passages
10/27	Harvest Homecoming	Both
11/3	All Passages Staff Meeting in Bangor	Passages
11/10	Team Building at Camp Kieve	Residential
11/17	New Gloucester Passages Workshop	Passages
11/17	Global Thanksgiving	Residential
11/18-27	Residential Thanksgiving Break	Residential
11/23-25	Passages Thanksgiving Break	Passages
12/1	All Passages Staff Meeting in Bangor	Passages
12/8	Midcoast Passages Workshop	Passages
12/15	New Gloucester Passages Workshop	Passages
12/15	Holiday Festival	Both
12/16-1/2	Residential Holiday Break	Residential
12/23-1/2	Passages Holiday Break	Passages
1/26	Lunch and Learn	Both
2/2	All Passages Staff Meeting in Bangor	Passages
2/9	Midcoast Passages Workshop	Passages
2/16	New Gloucester Passages Workshop	Passages
2/17-26	February Break	Residential
2/23	Washington County Passages Workshop	Passages
3/2	All Passages Staff Meeting in Bangor	Passages
3/9	Midcoast Passages Workshop	Passages
3/16	New Gloucester Passages Workshop	Passages
3/23	Washington County Passages Workshop	Passages
3/23	Gamfest (Music/Poetry, etc.)	Residential
4/6	Passages All Staff meeting in Bangor	Passages
4/13	Midcoast Passages Workshop	Passages

4/9-14	New York City Trip	Residential
4/14-23	Spring Break	Residential
4/27	New Gloucester Passages Workshop	Passages
4/27	Washington County Passages Workshop	Passages
4/29	Earth Day Celebration	Residential

### DAILY SCHEDULE

## **Passages**

Teachers in all eight counties plan an individual weekly schedule for student meetings based on student's residence in their catchment area, driving distances, best days to meet, curriculum preparation needs, needs of the student and student caseload. A fulltime caseload is ten students. Lead Teachers with additional curriculum and Hub responsibilities have a caseload of 4-6 students. Hub Coordinators have a lesser load, for example--FTE Teacher A has 3 students in Princeton, 2 in Machias, 1 in Meddybumps, 2 in Calais, and 2 in Jonesport). Teacher A sets student appointments in close proximity to one another. Teachers check online work by *all* students *daily* and remains accessible by phone, text and messaging to all students. A sample schedule would be: Monday – Princeton, Tuesday – Calais, Wednesday – Machias, Thursday – curriculum prep, student online support and workshop and staff meeting day, Friday – Jonesport. IF a student reschedules, Teacher A fits them in the next day IF it is within reasonable driving distances. Should a student *not* be able to meet at their assigned time, Teacher A and student work out the best way to follow through with their work, either in a rescheduled meeting, Face Time meeting or through asynchronous online support.

The entire Passages staff also plan monthly workshops and staff meetings on alternate weeks to ensure sufficient coverage for transportation to workshops, and the All Passages Staff meeting in Bangor as the most equidistant location. Passages All Staff Meeting is on the 1st Thursday of every month currently Camden Hub plans workshops for the 2nd Thursday, Washington County Hub on the 3nd Thursday, and Southern Maine Hub on the 4th Thursday. As Passages grows, the workshop and Hub staff meetings will be broken into larger regions accommodating the additional staff and workshop needs *and* hold the All Staff Meeting firm. Teachers must work independently *but* as part of a team to meet the challenges and instill connection, support, safety and minimize isolation.

# Sample Passages Weekly Schedule

		OCTOBER	R - WEEK 1		
Passages Hubs & Teacher	Monday=#of a Students & - Locale	. Tuesday :	Wednesday	Thursday	Friday
Midcoast				ALL Staff Mtg.	
Teacher A-Lead	2-Belfast, 1- Swanville	3-Lincolnville	Math & Thomas Coll Dual-Enroll online Class - 3	٠,	Workshop Planning -
Teacher B	3-Rockland	3-Waldoboro	2-Thomaston	66	2-Nobleboro
Teacher C	3-Richmond	3- Damariscotta	2-Union	66	-Washington
New Gloucester					
Teacher D-Lead	2-Westbrook	3-Gorham	Course & Post- Grad Prep	44	Workshop Planning
Teacher E	3- Lewiston/Auburn	3-Lisbon	2-Brunswick	<b>66</b>	2-Topsham
Teacher F	2-Portland	3-Sanford	1-Old Orchard B	44	4-Saco
Washington Co					
Teacher G- Coord.	1-Princeton	2-Calais	1-Meddybumps	44	2-Machias, 2- Jonesport
Teacher H	3-Eastport	2-Dennysville	2-Machias	46	3-Whiting

		OCTOB	ER – WEEK 2		
Passages Habs & Teacher		Tuesday	Wednesday	Thursday	Enday
Midcoast				Midcoast Workshop	
Teacher A-Lead	Same as above	Same as above	Same as above	66	Same
Teacher B	46	44		"	66
Teacher C	66	44		44	66
New Gloucester					
Teacher D-Lead	66	66	cc	Hub Staff &Stud Resched. Mtgs.	46
Teacher E	cc	66	66	66	66
Teacher F		66	44	44	44
Washington Co					
Teacher G	66	66	44	44	44
Teacher H	66	44		44	44

		ОСТОВ	ER – WEEK 3		
Passages Hubs & Teacher	Monday	Tugsikiy	o XXedinesday	Thursday	JPriday I
Midcoast				Hub Staff &Stud Resched. Mtgs.	
Teacher A-Lead	Same as above	Same as above	Same as above	44	Same
Teacher B	44	44	44	44	44
Teacher C	66	66	66	46	44
New Gloucester					
Teacher D-Lead	66	44	44	66	"
Teacher E	44	44	"	66	44
Teacher F	66	44	46		"
Washington Co		-		Wash. Workshop	
Teacher G	44	46	44	66	"
Teacher H	44	66	66	44	cc

	OCTOBER-WEEK 4						
Passages Hubs:	Monday.	Tuesday	Wednesday	Thursday	Fräday		
Midcoast				Midcoast Wrkshp			
Teacher A-Lead	Same as above	Same as above	Same as above	66	Same		
Teacher B	66	66		44	66		
Teacher C	44	66		44	44		
New Gloucester							
Teacher D-Lead	cc	66	66	Hub Staff &Stud Resched. Mtgs.	64		
Teacher E	44	44	"	66	66		
Teacher F	66	44	66	"	44		
Washington Co							
Teacher G	44	66	٠.	66	44		
Teacher H	66	44	66	66	- "		

#### Residential

Residential track students have different schedules depending on the day of the week. Below is an example of a weekday and weekend schedule. Thursday schedules include time for weekly Restorative Circles, and Friday schedules include time for weekly evaluation meetings. Each weekend includes at least one Experiential Learning Expedition (hiking, camping, rock climbing, museums and galleries, college campus tours, trips to Portland and Boston, snow shoeing, swimming, winter camping, etc.) Additionally, three extended expeditions take place throughout the year, the first to Acadia National Park, the second to New York City, and the third to Cobscook Bay State Park.

#### Sample Residential Weekly Schedule

Monday Wednesday Schedule	<u> Acuvines</u>
7:00-8:30 am	Wake-up/Work out/Breakfast/Morning Chores
8:30-9:00 am	Students Shuttled to Career Exploration Sites
9:00 am-12:00 pm	Career Explorations
12:00-12:30 pm	Students picked up from Career Exploration Sites
12:30-1:30 pm	Lunch & Relax
1:30-4:30 pm	Afternoon Classes
4:30-6:00 pm	Open time/Dinner Prep
6:00-6:30 pm	Dinner
6:30-7:30 pm	Evening Chores
7:30-9:00 pm	Homework
9:00-10:00 pm	Relax
10:00-11:00 pm	Curfew & Quiet Time
11:00 pm	Sleep

Thursday Schedule	Activities Activities Activities Activities Activities Activities Activities Activities Activities Activities
7:00-8:30 am	Wake-up/Work out/Breakfast/Morning Chores
8:30-9:00 am	Students Shuttled to Career Exploration Sites
9:00 am-12:00 pm	Career Explorations
12:00-12:30 pm	Students picked up from Career Exploration Sites
12:30-2:30 pm	All Crew Lunch
2:30-4:30 pm	Circle
4:30-6:00 pm	Open time/Dinner Prep
6:00-6:30 pm	Dinner
6:30-7:30 pm	Evening Chores
7:30-9:00 pm	Homework
9:00-10:00 pm	Relax
10:00-11:00 pm	Curfew & Quiet Time
11:00 pm	Sleep

Eriday Schedule	Activities at the first section of
7:00-8:00 am	Wake-up/Work out/Breakfast/Morning Chores
8:00 am-12:00 pm	Academic Classes/Counseling Services/Weekly
	Evaluation Meetings
12:00-1:00 pm	Lunch & Relax
1:30-4:30 pm	Independent Learning Time with
	tutors/Counseling Services/Weekly Evaluation
	Meetings
1:00-4:30 pm	Open Time
5:30-11:30 pm	Friday Night ELE
11:30 pm-12:00 am	Quiet Time
12:00 am	Sleep

Saturday Schedule	Activities Activities
7:00-8:00 am	Wake-up/Breakfast/Morning Chores
8:00 am-10:00 pm	Saturday ELE
10:00 am-12:00 pm	Quiet Time
12:00 am	Sleep

Sunday/Schedule	Activities 2 2 24
8:00 am-1:30 pm	Undetermined Wake-up Time/Morning
	Chores/Laundry/Sunday Brunch/Visits From
	Loved Ones
1:30-4:30 pm	Academic Experience
4:30-6:00 pm	Open time/Dinner Prep
6:00-6:30 pm	Dinner
6:30-7:30 pm	Evening Chores
7:30-9:00 pm	Homework
9:00-10:00 pm	Relax
10:00-11:00 pm	Curfew & Quiet Time
11:00 pm	Sleep

# Required Tabs:

**Tab 14:** Sample Daily Schedule - Passages and Residential **Tab 15:** Annual School Calendar

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# Sample Passages Weekly Schedule

OCTOBER – WEEK 1						
Passages Hubs & Teacher	Monday - # of Students & Locale	Tuesday	Wednesday	Thursday	Friday	
Midcoast				ALL Staff Mtg.		
Teacher A-Lead	2-Belfast, 1- Swanville	3-Lincolnville	Math & Thomas Coll Dual-Enroll online Class - 3	cc	Workshop Planning -	
Teacher B	3-Rockland	3-Waldoboro	2-Thomaston	"	2-Nobleboro	
Teacher C	3-Richmond	3- Damariscotta	2-Union	66	-Washington	
New Gloucester						
Teacher D-Lead	2-Westbrook	3-Gorham	Course & Post- Grad Prep		Workshop Planning	
Teacher E	3- Lewiston/Auburn	3-Lisbon	2-Brunswick	66	2-Topsham	
Teacher F	2-Portland	3-Sanford	1-Old Orchard B	**	4-Saco	
Washington Co						
Teacher G- Coord.	1-Princeton	2-Calais	1-Meddybumps	"	2-Machias, 2- Jonesport	
Teacher H	3-Eastport	2-Dennysville	2-Machias	"	3-Whiting	

OCTOBER – WEEK 2						
Passages Hubs & Teacher	Monday	Tuesday	Wednesday	Thursday	Friday	
Midcoast				Midcoast Workshop		
Teacher A-Lead	Same as above	Same as above	Same as above	"	Same	
Teacher B		66		66		
Teacher C	66	44		46	66	
<b>New Gloucester</b>						
Teacher D-Lead	66		cc	Hub Staff &Stud Resched. Mtgs.		
Teacher E	66	66	0 <b>66</b> 8	"	66	
Teacher F	66	66	44	"	"	
Washington Co						
Teacher G	66		66	"	46	
Teacher H	66	66	"	**	66	

OCTOBER – WEEK 3						
Passages Hubs & Teacher	Monday	Tuesday	Wednesday	Thursday	Friday	
Midcoast				Hub Staff &Stud Resched. Mtgs.		
Teacher A-Lead	Same as above	Same as above	Same as above	44	Same	
Teacher B	66	cc	66	46		
Teacher C	46	44	cc	46	66	
New Gloucester						
Teacher D-Lead	66	cc	66	44		
Teacher E	CC	66	66	44	66	
Teacher F	cc	66	EE	44	66	
Washington Co				Wash. Workshop		
Teacher G	cc	66	46	44	66	
Teacher H	46	44	46	66	66	

OCTOBER – WEEK 4					
Passages Hubs	Monday	Tuesday	Wednesday	Thursday	Friday
Midcoast				Midcoast Wrkshp	
Teacher A-Lead	Same as above	Same as above	Same as above	66	Same
Teacher B		66			
Teacher C	66	٠.		46	cc
New Gloucester					
Teacher D-Lead	66	66	cc	Hub Staff &Stud Resched. Mtgs.	"
Teacher E	44	cc	66	66	46
Teacher F	66	44	66	66	46
Washington Co					
Teacher G	<4	66	66	"	66
Teacher H	44	66	44	66	"

#### Residential

Residential track students have different schedules depending on the day of the week. Below is an example of a weekday and weekend schedule. There are slight variations on from a Monday-Wednesday schedule as compared to a Thursday, however, they are essentially the same.

## Sample Residential Weekly Schedule

Monday-Wednesday Schedule	Activities
7:00-8:30 am	Wake-up/Work out/Breakfast/Morning Chores
8:30-9:00 am	Students Shuttled to Career Exploration Sites
9:00 am-12:00 pm	Career Explorations
12:00-12:30 pm	Students picked up from Career Exploration Sites
12:30-1:30 pm	Lunch & Relax
1:30-4:30 pm	Afternoon Classes
4:30-6:00 pm	Open time/Dinner Prep
6:00-6:30 pm	Dinner
6:30-7:30 pm	Evening Chores
7:30-9:00 pm	Homework
9:00-10:00 pm	Relax
10:00-11:00 pm	Curfew & Quiet Time
11:00 pm	Sleep

Thursday Schedule	Activities
7:00-8:30 am	Wake-up/Work out/Breakfast/Morning Chores
8:30-9:00 am	Students Shuttled to Career Exploration Sites
9:00 am-12:00 pm	Career Explorations
12:00-12:30 pm	Students picked up from Career Exploration Sites
12:30-2:30 pm	All Crew Lunch
2:30-4:30 pm	Circle
4:30-6:00 pm	Open time/Dinner Prep
6:00-6:30 pm	Dinner
6:30-7:30 pm	Evening Chores
7:30-9:00 pm	Homework
9:00-10:00 pm	Relax
10:00-11:00 pm	Curfew & Quiet Time
11:00 pm	Sleep

Friday Schedule	Activities
7:00-8:00 am	Wake-up/Work out/Breakfast/Morning Chores
8:00 am-12:00 pm	Academic Classes/Counseling Services/Weekly
-	Evaluation Meetings
12:00-1:00 pm	Lunch & Relax
1:30-4:30 pm	Independent Learning Time with tutors/Counseling
•	Services/Weekly Evaluation Meetings
1:00-4:30 pm	Open Time
5:30-11:30 pm	Friday Night ELE
11:30 pm-12:00 am	Quiet Time
12:00 am	Sleep

Saturday Schedule	Activities
7:00-8:00 am	Wake-up/Breakfast/Morning Chores
8:00 am-10:00 pm	Saturday ELE
10:00 am-12:00 pm	Quiet Time
12:00 am	Sleep

Sunday Schedule	Activities
8:00 am-1:30 pm	Undetermined Wake-up Time/Morning
	Chores/Laundry/Sunday Brunch/Visits From
	Loved Ones
1:30-4:30 pm	Academic Experience
4:30-6:00 pm	Open time/Dinner Prep
6:00-6:30 pm	Dinner
6:30-7:30 pm	Evening Chores
7:30-9:00 pm	Homework
9:00-10:00 pm	Relax
10:00-11:00 pm	Curfew & Quiet Time
11:00 pm	Sleep



# TAB 15: Annual Calendar for First Year of Operations

# Annual School Calendar 2016-2017

Date	Activity	Program Track
8/29	Staff returns for training and pre-term prep	Both
9/6,7,8	All-school staff training	Both
9/14	CPR/First Aid Training	Both
9/18	First day for students	
9/22	Back to School Meet and Greet Luncheon	Both
9/22	Midcoast Passages Workshop	Passages
9/23	New Gloucester Area Passages Workshop	Passages
9/23-25	ELE Orientation: Canoeing and on Campus Camping	Residential
9/29	Washington County Passages Workshop	Passages
9/29	New Gloucester Campus Team Building & BBQ	Residential
9/30-10-2	ELE to MDI and Acadia National Park	Residential
10/6	All Passages Staff Meeting in Bangor	Passages
10/7-11	Fall Weekend Break	Residential
10/13	Midcoast Passages Workshop	Passages
10/20	New Gloucester Area Passages Workshop	Passages
10/27	Harvest Homecoming	Both
11/3	All Passages Staff Meeting in Bangor	Passages
11/10	Team Building at Camp Kieve	Residential
11/17	New Gloucester Passages Workshop	Passages
11/17	Global Thanksgiving	Residential
11/18-27	Residential Thanksgiving Break	Residential
11/23-25	Passages Thanksgiving Break	Passages
12/1	All Passages Staff Meeting in Bangor	Passages
12/8	Midcoast Passages Workshop	Passages
12/15	New Gloucester Passages Workshop	Passages
12/15	Holiday Festival	Both
12/16-1/2	Residential Holiday Break	Residential
12/23-1/2	Passages Holiday Break	Passages
1/26	Lunch and Learn	Both
2/2	All Passages Staff Meeting in Bangor	Passages
2/9	Midcoast Passages Workshop	Passages
2/16	New Gloucester Passages Workshop	Passages
2/17-26	February Break	Residential
2/23	Washington County Passages Workshop	Passages
3/2	All Passages Staff Meeting in Bangor	Passages
3/9	Midcoast Passages Workshop	Passages
3/16	New Gloucester Passages Workshop	Passages
3/23	Washington County Passages Workshop	Passages
3/23	Gamfest (Music/Poetry, etc.)	Residential
4/6	Passages All Staff meeting in Bangor	Passages
4/13	Midcoast Passages Workshop	Passages

TAB 15: Annual Calendar for First Year of Operations

4/9-14	New York City Trip	Residential
4/14-23	Spring Break	Residential
4/27	New Gloucester Passages Workshop	Passages
4/27	Washington County Passages Workshop	Passages
4/29	Earth Day Celebration	Residential

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#### **B.2 Student Recruitment and Enrollment**

#### **CATCHMENT AREA**

Wayfinder Academy catchment area is different for each of the two tracks of study.

#### **Passages Program Track**

The program has an 8-county catchment area including Knox, Lincoln, Waldo, Washington, Cumberland, York, Androscoggin or Sagadahoc counties. Plans include expanding into one to two counties each year, and this expansion is largely dependent upon regional demand for enrollment. Expansion will occur in regions with the highest demand. By the year 2021-2022, Wayfinder's Passages Program Track is expected to encompass all of Maine's sixteen counties.

#### Residential Program Track

The catchment area for the Residential Program Track is the entire state of Maine. Students must provide transportation based on the included transportation plan in section **D.4 Transportation**.

#### ENROLLMENT ELIGIBILITY

All students in the state of Maine are eligible for enrollment. Should a student wish to enroll who is outside of the catchment area, the student will be responsible for their own transportation. Enrollment and admissions policies, including a lottery procedure, will be finalized by the Governing Board and be in compliance with state and federal laws, at the time of charter approval. Wayfinder Academy will not limit enrollment based on a student's race, color, religion, national origin, language spoken, sexual orientation, gender, intellectual or athletic ability. To ensure that children in Maine receive fair and equitable opportunities to enroll in and attend public charter schools, in the event that Wayfinder receives more applicants than available spots in the school, a lottery will be held to determine enrollment.

#### **TIMELINE**

Admissions for both Passages and Residential will open within 30-days of charter approval and stay open for a minimum of 90-days. Should enrollment exceed capacity a lottery will be held and waitlist created.

#### **REQUIREMENTS & PROCESS**

To apply to either of Wayfinder's program tracks, a prospective student must complete an application form which will be available on the school's web site, mailed or can be picked up in person at the school. The individual will be able to specific which program he/she is interested in.

To learn more information about the school, interested individuals may contact the charter school via the webpage, where they can read about the school and current program offerings, call or visit the campus or one of the school's Hubs, and obtain an enrollment form. As an alternative, this information can also be mailed or emailed to interested parties. Open house and visitation days will be held throughout the year so that interested individuals may observe activities, facilities, and meet teachers. Each interested individual who has submitted an application for admittance will be invited to an orientation meeting during which the program and admissions process, including the potential for a lottery, will be explained.

#### LOTTERY POLICY AND PROCEDURES

- 1. The staff, Board of Directors & Founding Members at Wayfinder Academy will be allotted spaces for their own children, according to Maine charter school law.
- 2. Out of respect for the integrity of families, younger siblings of currently enrolled students who are old enough to attend the following year will be given automatic enrollment if an appropriate space exists.
- 3. Existing students of Wayfinder Schools will be given an enrollment preference as the school transitions from a private institution to a public charter school.
- 4. Students from prior years' lotteries will be required to submit a new application for subsequent year admission.
- 5. Race, color, religion, national origin, language spoken, sexual orientation, gender, intellectual or athletic ability will not influence admission or placement categories.
- 6. Parents and students formally apply for a place in the lottery by submitting a completed application for admittance.
- 7. Application deadlines will be posted and include a 30-day window during which prospective students may apply. Should enrollment exceed available spaces, a lottery will be conducted.
- 8. Lottery results will determine the order of admission, with new lottery results being added below names on the existing waiting list. Applying students will have their names placed in the lottery based on the date and time the Intent to Enroll form was received by Wayfinder Academy.
- 9. The lottery will be drawn using a random process open to the public. Siblings will be drawn by family groups, unless otherwise stated by parent/guardian.
- 10. Order of admittance within each grade will be done by drawing numbers, which have been assigned to names. The available spaces will be filled from the ordered lists created by the order of the draw.
- 11. Children that are admitted will receive a letter verifying his/her placement.
- 12. Children placed on the waiting list will be sent a letter verifying their place on the waiting list. It is not necessary for applicants or their parents to be present at the lottery.

After a student is notified of availability of a space, and the student and his/her parent/guardian wishes to accept the space, the family will complete enrollment information and Wayfinder will begin the official enrollment process.

#### MID-YEAR TRANSFERS, TRUANCY AND ATTENDANCE

Mid-year transfers are handled as they occur and include the timely transfer of student records, and according to state laws, to the student's chosen educational destination. Truancy is rarely a concern, with the voluntary nature of the program and a highly structured approach including 24/7 contact with staff in the Residential setting and daily contact with teachers in the Passages program. If a student misses a class, it may indicate an unmet need and staff work to counsel the student to identify and remove barriers. Attendance and attention to work is an essential part of the program. Should a student not be meeting progress, the teacher or residential staff initiate a system of check-ins and redirection, revisit goal setting and conduct problem solving to support student motivations. It is rare that a student gives up; instead the approach focuses on working through the hard times and providing targeted support to help a student move forward.

#### PROJECTED ENROLLMENT

The school's expected 5-year enrollment is detailed in the table below, and a copy of which is included in **Tab 16:** Projected 5-Year Enrollment Table. This table shows that enrollment for the first academic year is expected to be 100 students (14 in Residential and 86 in Passages) for students in grades 9 through 12. It is important to note, that because of the population served by Wayfinder, students arrive at varying places within their high school careers, and grade level is not a limiting factor for admission, nor will entry be limited by grade category. Instead, Wayfinder works with where the student is at and designs a plan specific to the individual; this is why Wayfinder groups enrollment into a broader category of grades 9-12.

Projected 5-Year Enrollment - Passages and Residential Combined

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Grades	Ages	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Pre-K - 8	-	-	-	-	-	-
9-12	14-20	90, 110, 100	108, 132, 120	126, 154, 140	144, 176, 160	162, 198, 180
Totals		90, 110, 100	108, 132, 120	126, 154, 140	144, 176, 160	162, 198, 180

A combined enrollment of 100 students is expected the first year, with 86 students enrolled in the Passages Program Track and 14 students in Residential. For each subsequent year, Wayfinder will add student slots to the Passages Program Track and expand into two additional counties, based on demand.

Residential Program Track capacity will likely experience measured growth as Wayfinder explores viability to expand into other regions. For the purposes of the first five years, the Residential Program Track will remain at 14 students per year. Within the 5-year charter school term, Wayfinder will have a total projected enrollment of 180 students.

#### PROGRAM DEMAND & SUCCESS

Based on existing school enrollments within the defined catchment area, there are clearly enough students eligible to enter Wayfinder Academy. Current demand for programs include a waitlist as follows:

Tracks	Curtent Capacity	Current Emollment	Guerene Waitlis (c. 1.)
Passages Program Track	65	65	5
Residential Program Track	14	14	50

Because the Passages program has rolling admissions, students remain enrolled until they graduate. On occasion, some students transfer, move or drop out of the program. Students stay in the program as long as they need to, even after traditional age-out, because Wayfinder believes in staying with these students. Some students graduate sooner than others, therefore cohort graduation rates are not applicable, especially because the element of time is removed from the graduation equation. In order to calculate a reasonable graduation rate for this population, and under these circumstances, a timeframe of 7 years is used as a denominator. Using this approach the, graduation rate is 65%. A majority of these students would have otherwise NOT finished high school.

For the Residential Program Track, between 2011-2016, the average graduation rate was 68%. Again, the majority of these students would not have graduated from high school without this program.

#### COMMUNITY CHARACTERISTICS

There are many similarities as well as differences represented within the population located in the defined catchment area. The Lewiston/Auburn area has higher concentrations of students who are English Language Learners than the other locations within the catchment area. This is a region Wayfinder has worked with consistently, has an excellent rapport with the public school system (see Letters of Support in Appendices) and expects students from this area to apply. A high quality English Language Learners program will be developed during the pre-opening phase of the charter to ensure compliance with federal and state law and to meet the needs of these students. The number of disadvantaged students and special education students also varies considerably across the state, with an average of 16%. Wayfinder has consistently served students with special needs upwards of 50% and we expect this level of demand to continue.

The most recent student body in both of Wayfinder's programs indicate a population with many different needs.

Selected Characteristics of Wayfinder's Class of 2016						
La Characteristics	Passages/Program/	Residential Program				
Homeless Status	47%	53%				
Racial/Ethnic Minority	19%	38%				
Refugee	2%	15%				
Native American	10%	7%				
From Lewiston	5%	62%				
Eligible for Free/Reduced Lunch	100%	100%				

It is challenging to anticipate how many students within each of these and other categories will choose to apply to Wayfinder's Passages or Residential Program Tracks, however, it is logical to conclude, given available third-party data about teen pregnancy, rural poverty, dropout rates, coupled with the ongoing waitlists at Wayfinder, that significant need for these programs exists. Nonetheless, WA has structured the school and other programs to accommodate individuals with a variety of interests, skills and abilities, and have provided for appropriate processes to assess students with special education or other special needs to ensure educational and life-success in the least restrictive setting. A student-centered approach lends itself well to increased commitment and engagement by students who have traditionally lost interest or been forced to leave their traditional education settings because of their circumstances. Every school cannot meet every need. A program designed and proven to meet the needs some of Maine's students at high risk of non-completion is clearly needed.

The information below underscores the level of teen pregnancy, child poverty, school dropout rates and graduation rates in the current and project catchment areas of the Passages Program and shows the need for both the Passages and Residential program tracks. When the data from both tables are combined, data represents all sixteen counties within the state. Students from the entire state are eligible to apply to Wayfinder Academy.

#### County Teen Pregnancy, Dropout and Children Living in Poverty

	Current Carchnen	iArea (of the Passa)	es Program Track)				
County	Teen Pregnancy 2013 Data*	Children in Poverty 2014 Data (SAIPE)*	Drop Out Rates 2012 Data*	Graduation Rates 2011 Data*			
Androscoggin	75 (6.0%)	5,196 (22.6%)	250 (5.4%)	1,020 (77.6%)			
Cumberland	78 (2.7%)	7,531 (13.7%)	300 (2.3%)	2,870 (86.0%)			
Knox	23 (6.3%)	1,393 (19.6%)	32 (2.3%)	313 (86.5%)			
Lincoln	13 (5.2%)	1,130 (19.3%)	57 (5.8%)	194 (77.0%)			
Sagadahoc	27 (8.2%)	1,092 (16.3%)	78 (4.7%)	377 (84.3%)			
Waldo	31 (8.6%)	1,656 (22.3%)	24 (1.9%)	311 (83.2%)			
Washington	32 (10.3%)	1,527 (26.2%)	38 (3.9%)	235 (79.7%)			
York	67 (4.3%)	5,475 (14.1%)	229 (3.3%)	1,682 (85.5%)			
Projected Catchment Area within Live Years (of the Passages Program Track)							
County	Teen Pregnancy	Children in Poverty	Drop Out Rates	Graduation Rates			
Aroostook	33 (5.0%)	3,512 (27.9%)	110 (3.6%)	719 (85.9%)			
Franklin	20 (7.6%)	1,239 (22.6%)	40 (3.2%)	301 (80.9%)			
Hancock	32 (6.6%)	1,729 (18.6%)	67 (3.7%)	414 (81.3%)			
Kennebec	49 (4.5%)	4,537 (19.4%)	178 (4.0%)	996 (81.0%)			
Oxford	35 (6.6%)	2,444 (22.6%)	96 (3.6%)	575 (82.6%)			
Penobscot	65 (4.4%)	6,109 (21.9%)	192 (3.0%)	1,425 (82.5%)			
Piscataquis	15 (10.9%)	857 (29.8%)	16 (3.1%)	124 (84.4%)			
Somerset	41 (8.1%)	2,434 (25.0%)	90 (4.0%)	460 (78.2%)			

<sup>\*</sup> Source: KIDS COUNT data center, a project of the Annie E. Casey. Available data indicated by the year. The number / percent of births to single teenage mothers under age 20 in 2013. Data reported as percent of live births by the mother's place of residence at the time of the birth.

Note: The Residential Program Track has a statewide catchment area and includes data from both tables combined.

#### REACHING ELIGIBLE STUDENTS

The following marketing strategy, advertising objectives and advertising strategy will be used to reach out to families of age-eligible children within the defined catchment area:

Marketing Strategy - The location of the community-based Passages Program Track spans eight counties and will expand to encompass the entire state within 5 years. The Residential Program Track will accept students who reside anywhere in the state and the need for travel to the residence is limited, helping to ensure access.

Advertising Objective - To become aware of the new Charter School; to invite families to attend scheduled Open House informational sessions; and to encourage application submittals to the School.

**Advertising Strategy** - The advertising message will focus on "What makes our School different?" The message will include:

<sup>\*</sup> Children living in poverty, ages 0-17 begins in 2005 up through 2014. Data source: Small Area Income and Poverty Estimates (SAIPE).

- Choice Public Charter Schools offer children and families new choices for education.
- Student Centered Learning Tailored to meet the needs of each child's interests and abilities.
- **Holistic Approach** Focusing beyond academics and connecting youth to service needs and career options.
- Price There is no cost to the family for a child to attend a Public Charter School.
- Location Encompassing eight counties (Passages Program) and expanding each year.

Advertising efforts will begin with a well-developed brochure (see sample of existing Wayfinder Schools brochure attached in the appendices), mailers to other schools (public, private, special purpose, adult education centers, etc.), email messages to existing community partners and service providers, as well as press coverage in local papers and social media avenues.

Several methods will be used to inform the general public and families of eligible students about the school. The school will also work to design and distribute the school's information through the following methods:

- Targeted mailing information and traditional print media will be posted in frequently visited
  public locations within the catchment area, such as grocery stores, social services, libraries, etc.,
  so that those individuals who are traditionally less informed will receive information about
  Wayfinder Academy educational options.
- Electronic media forms such as Facebook and e-newsletters to community partners.
- A Wayfinder Academy web site detailing information about the charter school.
- Email and mailed communications using Wayfinder's in-house database with family addresses.
- Traditional print media posted at frequently visited public locations within the catchment area.
- A feature article and announcements in statewide newspapers.
- Informational sessions, invitations to Open House events and individual tours will be scheduled as soon as charter approval is granted and will occur on a regular schedule thereafter.

#### Required Tabs:

Tab 16: Projected Enrollment Table

TAB 16: PROJECTED ENROLLMENT TABLE

Projected Enrollment Table: Wayfinder Academy								
Grades	Ages	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022		
Pre-K		1						
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9-12	14-20	100	120	140	160	180		
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Address: P/CSC/RFP TABS - EXHIBITS A-E

#### **B.3 Staffing and Human Resources**

#### **Passages Staffing Overview**

Because of the unique school delivery system and student population, Passages seeks the best teachers who can connect and inspire young parents. Because students seek out Passages versus being "placed" or "made" to attend, Passages staff must instill a sense of trust, respect and competence as partners with their student on their educational journey. They also must have a level of calm, support and compassion when working with students in all environments. Passages teachers are guests in students' homes. They must have a mixture of intuition, sense of safety, patience and focus to help create a learning environment no matter what they encounter. But more importantly, teachers are entering into a relationship that is tuned to the particular needs, interests and learning goals of their student.

Each teacher delivers the entire curriculum requiring them to collaborate with their colleagues to seek out the best approaches in meeting their students' academic and parenting needs. Therefore, the Passages team is made up of teachers with particular expertise. Currently one lead teacher is certified math and clinical counseling. Another lead teacher is certified in literacy, early childhood education and in post-secondary planning. Other expertise is in English language arts, adult education, family life and health education, and fine arts. Together each teacher assumes responsibility for their area of expertise and provides guidance and support to the other teachers within their areas of expertise.

Each year staff is encouraged to stay current in their respective fields while also seeking training in other areas pertaining to the work. Students come to us with significant issues. Together as a team we are trained in *Acute Childhood Experiences (ACES)* and its impact on learning and health. Substance abuse and mental health training are also a yearly requirement. Social services training to help connect students to additional supports are crucial to ensure educational success and better outcomes for parent and child. Because teachers work out in the field, is it imperative that every opportunity is made to keep them connected and part of a strong supportive team. Passages staff meet monthly in Bangor (equidistant to most staff) for a full staff work day. Together staff tackles current issues, instructional needs and program improvements to meet the needs of students and create a culture of support, life-long learning and collaboration. The work can be emotionally draining and raw. Going into a home with no food, a baby crying and a parent at their wits end can be difficult. Seeing the daily struggle to make ends meet even with the best intentions of a student gives us perspective on the demands and ongoing lack of resources these young parents face each day. In order to see the end result, Passage must build a culture of caring, life-long learning and persistence that starts with the Passages director, Passages teachers and, ultimately, the students.

#### **Residential Staffing Overview**

Students enrolled in Residential will live and work closely with all staff. Their educational program occurs inside and outside the traditional classroom setting. Emphasis is on hiring staff who can demonstrate in their actions and words, restorative justice, strength-based and relational skills in their daily interactions with students. They will exercise, eat, learn, cook, clean up and participate in numerous activities inside and outside the school throughout the intensive nine-month full academic program. Because of the nature of the work, Residential seeks teachers and staffs that love working with adolescents, are engaged and active learners themselves, who are team players, foster trust, respect and humility in their work and their relationships with the students. Staff must: have a love for *all* people, respect for differences, and work well in a team oriented program; be curious and open; and, be able to create an environment of respect, accountability and safety for all students and staff. They will provide

meaningful and empowering opportunities for teenagers to change perceptions and shift paradigms with regard to helping others to realize what is possible in life. Residential staff is extraordinary, incredible courageous, talented and dedicated team. By the time a student graduates from Residential, staff and students alike have forged a strong bond that often remains well into the students' adult lives.

Staff work together and support one another as a team to:

- Earnestly embrace restorative practices and creatively implement strength-based strategies
- · Honor the talents, abilities, goals, and dreams of students and staff
- Envision and implement the most progressive, relevant, and engaging curriculum possible
- Welcome self-reflection and program review into every day practice
- Inspire students
- · Help students to attain new knowledge, skills, and experience
- Remain sustainable and adaptive in the face of ever-challenging social, political, and economic times
- Model a culture of honesty, compassion, effort, and respect
- Honor the transformative potential that inevitably occurs when people from diverse backgrounds come together with a common cause
- Create a safe learning environment that encourages risk-taking and empowers individuals to ask questions, make mistakes, and practice without fear
- Fulfill WA's mission

Staff must work with the intent that students, too, will foster and develop similar skills, involvement and respect for the team, each other and themselves.

Staff training includes: restorative justice and social justice practices, mental health, trauma and abuse, emergency action plans and responsibilities, self-harm, substance abuse and crisis management and deescalation strategies, teenage brain development, cultural competency, poverty and privilege, relational skills and more. The caliber of the staff ensures that over the course of nine-months students who successfully complete the program learn to become more other-centered, team-oriented, empathetic, respectful, compassionate, accountable, responsible, self-motivated, self-aware, and confident and have a feeling of belonging; all of which is possible because of the dedication, expertise and involvement of the staff and program.

Residential Staff - Important Required Reading

The following links are important required reading for staff to understand in order to be grounded and ready for working in this residential setting:

 $\underline{\text{http://www.npr.org/sections/ed/2016/03/12/467976865/how-adults-can-encourage-kids-to-be-original-thinkers}$ 

https://bangordailynews.com/2016/03/07/the-point/if-you-want-youth-to-stop-acting-out-understand-them-first-then-help-them-do-what-they-love/?ref=topStories2

http://psychpedia.blogspot.com/2015/11/the-science-of-happiness-why.html

http://www.nytimes.com/2016/02/28/opinion/sunday/the-wrong-way-to-teach-math.html? r=0

http://norasamaran.com/2016/02/11/the-opposite-of-rape-culture-is-nurturance-culture-2/

http://occupywallstreet.net/story/explaining-white-privilege-broke-white-person

http://www.truth-out.org/news/item/34203-restorative-justice-gives-our-children-dignity-in-us-schools

 $\underline{https://bangordailynews.com/2016/03/07/the-point/if-you-want-youth-to-stop-acting-out-understand-them-first-then-help-them-do-what-they-love/?\underline{ref=topStories2}$ 

#### **Staffing Plan**

WA anticipates growing from 100 students served in year one to 180 students in year five. Our staffing growth plan matches this incremental growth and is reflected in the attached budget. Year One Staffing includes:

## Wayfinder Academy First Year Staffing Chart

	FTE
Administration and Student Support	
Principal	0.500
Admissions Coordinator	1.000
Guidance Counselor	0.500
School Nurse	0.050
Special Education Director	1.000
Total	3.050
Passages Track	
Passages Director	0.500
Assistant Passages Director	0.500
Lead Teacher	2.000
Teacher	7.500
Total	10.500
Residential Track	
Residential Director	1.000
	1.000
Campus Director Lead Teacher	2.000
	2.000 0.875
Culinary Arts & Residential Living Skills Instructor Creative Arts Instructor	0.500
Garden Coordinator	0.500
Health Instructor	0.050
	1.750
Lead Overnight Coordinator Overnight Coordinator	0.875
•	0.875
Weekend Exploration Lead	1.250
Weekend Exploration Support Staff	10.675
Total	10.6/3
Grand Total	24.225

Job descriptions and resumes for all existing staff positions are attached in Tab 21.

#### Job Requirements

All program staff must have fingerprints and background checks on file.

Positions that will be new under the charter agreement include: FT Masters Level Special Education Director, PT guidance counselor, PT school nurse and PT Asst. Passages Director. The Asst. Passages

Director Position will become FT in year two and two teachers each will be added in years 2-5 as enrollment grows from 100-180 students.

The Special Education Director will oversee the functions of WA Special Education program and develop instructional plans and delivery oversight for all IEP identified students in both programs. This position will require a Masters level educator/administrator with a strong understanding of the needs of high school special education students and an ability to work effectively in building a team approach based on WA principles and philosophies.

The part time *Guidance Counselor* must have significant experience working with at-risk youth utilizing positive youth development, relational education principles and be trained in restorative justice strategies. They must have strong leadership skills in seeking alternative pathways for educational attainment and social services support for at-risk youth. Having a statewide understanding of the services, agencies and support networks available is also needed.

The part time *School Nurse* must hold at least five years of experience working with high school students who may present a number of co-curing health and mental health issues. The School Nurse must provide compassionate, supportive care and guidance to all staff and students. They must be well versed in the services available in all counties served by the school and/or be able to facilitate connections for students and staff to services.

The part time *Passages Assistant Director* must have at least five years of experience working with at-risk adolescents and/or teen parents, be extremely organized and have attention to detail to serve the growing needs of the Passages program and its Director as the program moves towards state-wide implementation.

#### **Staff Recruitment**

All positions will be posted on Serving Schools, Jobs in Maine, the Maine Association of Non-Profits Job Board and on the school website, as well as on local college job boards, the National Outdoor Leadership School, AERO (Alternative Education Resource Organization) and through existing collaborative partnerships such as: Washington County Education Attainment Initiative, Southern Maine Youth Network, Tree Street Youth Center, Seeds of Independence, areas school districts and more. A strong word of mouth approach will also be important; three WS alumni have recently applied for expeditionary positions for the coming school year.

#### **Staff Training and Retention**

WS/WA has strong staff leadership in place. CEO Dr. Dorothy Foote has been overseeing all program operations since 2008. Principal Martha Kempe has been directing the Passages Program since 2004, and Joseph Hufnagel has been directing the Residential Program since 2008.

Staff receives support through weekly and monthly staff meetings and direct time one-on-one time with supervisors. Formal performance evaluations are conducted annually. This process is overseen by HR consultant Bryan Connelly, (see **Tab 31** shared services agreement) who, under the supervision of Principal Kempe and CEO Foote, also ensures all staff training requirements are met. This includes fingerprinting and back ground checks, as well as all certification requirements for teaching staff.

Training takes place throughout the year, beginning with a two-week teacher training and prep time session at the start of each school year. Sample training topics and providers are listed below:

Training Lopic	Framing Provider	Required
- De-escalating emotionally charged situations	Health Affiliates Maine	Yes
- Poverty 101	Tree Street Youth Center & Community Organizers in the Lewiston and Portland areas	Yes
- Strengths-based youth instruction, restorative justice and resolution circles	Portland Center for Restorative Justice in collaboration with WA Board member Fred Van Liew and WA trained staff	Yes
- Substance Abuse	Health Affiliates Maine	Yes
- Mental Health	Health Affiliates Maine	Yes
- First Aid and CPR	Local Gray/NG Fire Department	Yes
- Cultural Competence	Tree Street Youth Center & Community Organizers in the Lewiston and Portland areas	Yes
- Employment Law and Harassment Training	ILAP & Gregg Frame	Yes
- Risk Management	TBD	Yes
- Emergency Planning	TBD	Yes
- MLTI Training	Apple, Inc. / Pineland	Yes
- Employee Manual	Internal / Wayfinder Administrative Team (HR)	Yes
- Employee Benefits	Internal / Wayfinder Administrative Team (HR)	Yes
- Time sheet Review	Internal / Wayfinder Administrative Team (HR)	Yes
Vehicle Safety Training	TBD	Yes
Fire Safety	TBD	Yes
Med Log/Administering Med	Nurse Consultant	Yes
Additional Program Specific Trainings	TBD	Yes

#### **Staff Assessment Forms and Process**

Wayfinder Schools has recently revamped their employee appraisal system and elements of that system are included below. The school understands they must be in compliance with Maine Department of Education requirements for the Professional Evaluation and Professional Growth (PEPG) model for teachers and principals and will engage in the process of aligning their current system with that required by law during the pre-opening phase, and will enlist the assistance of individuals with knowledge and experience in this process.

# Employee Performance Review What to Expect

Growth and development are ongoing processes in any career or field. At Wayfinder Schools we want to encourage open communication between staff and their supervisors to promote positive growth among all of our employees. In order to accomplish this, we have implemented a phased cycle that includes:

- Planning and goal setting at the start of the school year will include mutually agreed-upon goals between each staff member and his/her supervisor. Together they will implement a plan to achieve the goals.
- 2) The 120-day review for new employees will be conducted only once. The intent is to ensure the new staff member and job they are performing are a good fit. It is expected that any performance concerns will be addressed as they arise, however, this 120-day review is a more formalized feedback session that determines if the employee will continue on as a member of the Wayfinder Schools team. The review can be conducted at any time during the 120-day period if performance issues require more immediate action.
- 3) Annual Spring/Summer Review will be conducted with all staff members (February/March for Program staff; April/May for Administrative staff). Goals, plans and performance will be reviewed. Recommendations from this process are taken into account during the budgeting process for the coming Fiscal Year which begins July 1st of each year.
- 4) As needed check ins when needed to address issues.

#### PERFORMANCE AREAS

#### Job Knowledge, Performance of Duties

Understands and effectively accomplishes all tasks required of the job. Uses resources effectively to stay current of job knowledge, technology and procedures required for the position.

#### Work Quality

Demonstrates the ability to identify, analyze and solve problems. Makes effective decisions taking into account the impact on others. Identifies priorities and uses time and resources effectively.

#### Attendance, Punctuality, Dependability

Reports to work on time, good attendance record. Follows through on assignments as scheduled, and is extremely reliable ad supportive of organization goals.

#### Initiative

Demonstrates willingness to learn new ways to accomplish work. Seeks opportunities to continuously learn and share knowledge. Generate new ideas to develop or improve upon processes, methods, systems or services.

#### Communication/Listening Skills

Communicates effectively using appropriate language and active listening skills. Responds to and interacts with all individuals in a manner that is courteous, attentive, consistent and fair.

## **Employee Self Evaluation Form**

INSTRUCTIONS: Please use this form to capture your thoughts on how well you've performed the duties and functions of your job over the past six to twelve months. Answer <u>all</u> questions. You have two weeks to complete this form and return to your immediate supervisor.

Jol Di	ll Name: b Title: rect Supervisor: cpartment/Program:
1.	Please describe what you believe to be the strengths you bring to performance of your job responsibilities.
2.	Please describe what you believe to be the areas needing improvement in order for you to perform your job responsibilities better.
3.	Please list the responsibilities you have enjoyed over the last six months, with details describing why.
4.	Please list any responsibilities you have not enjoyed over the last six months, with details describing why.
5.	In the space below, please make note of any jobs or responsibilities you had over the last year that were not part of your current job description or job rubric.
ó.	Please describe any professional or developmental skills you wish to develop or improve over the next six to twelve months. If known, include specific workshops, education, or training that will support your goals.
7.	Please reflect upon your performance over the past 6-12 months (for new hires, over the initial 120 days). If you have established goals with your supervisor already, how well do you believe you've met these goals?
3.	Anything else you wish to share with your supervisor?
	mature Date

#### **Annual Performance Review Form**

Employee's Name:
Job Title:
Direct Supervisor:
Department:
Name of Reviewer:

# SECTION 1 – SPECIFIC GOALS APPLICABLE TO THIS EMPLOYEE TO BE COMPLETED AT THE BEGINNING OF THE SCHOOL YEAR

**INSTRUCTIONS**: At the beginning of each school year, every employee and their supervisor is expected to establish specific mutually agreed-to Performance Goals. Use the spaces below to outline 2-3 goals that will be monitored throughout the school year, and formally reviewed during the annual review meeting.

Fill out this column at the beginning of the school year	Evaluate performance to this goal during the review period
GOAL 1:	Performance Rating: Choose One  Please include comments that address this performance goal:
GOAL 2:	Performance Rating: Choose One  Please include comments that address this performance goal:
GOAL 3:	Performance Rating: Choose One  Please include comments that address this performance goal:

# SECTION 2: APPLICABLE TO ALL EMPLOYEES TO BE COMPLETED DURING THE ANNUAL REVIEW PERIOD

**INSTRUCTIONS**: Please use this key at the bottom of the page to rate the employee's job performance on each of the following:

Level of job knowledge and performance of specific duties. This means how well the employee understands and effectively accomplishes all tasks required of their job, and how effectively the employee utilizes resources to stay current on job knowledge, technology and procedures required for the position.

#### Performance Rating: Choose One

Please include comments that address this performance area:

<u>Work Quality</u>. This means how well the employee demonstrates the ability to identify, analyze and solve problems; how effectively they make decisions taking into account the impact on others; and how well they identify priorities and use their time and resources effectively.

#### Performance Rating: Choose One

Please include comments that address this performance area:

<u>Attendance</u>, <u>Punctuality</u>, <u>Dependability</u>. This means how well the employee reports to work on time and maintains a good attendance record. It also reflects how well they follow through on assignments as scheduled, and how reliable and supportive they are of Wayfinder Schools' goals. **Performance Rating: Choose One** 

Please include comments that address this performance area:

<u>Initiative</u>. This means how well the employee demonstrates willingness to learn new ways to accomplish work; seeks opportunities to continuously learn and share knowledge; generates new ideas to develop or improve upon processes, methods, systems or services.

#### Performance Rating: Choose One

Please include comments that address this performance area:

<u>Communication/Listening Skills</u>. This means how effectively the employee communicates using appropriate language and active listening skills; responds to and interacts with all individuals in a manner that is courteous, attentive, consistent and fair.

#### Performance Rating: Choose One

Please include comments that address this performance area:

#### Staff Qualities & Leadership

All teaching staff must be certified or working toward certification. Because WA works with youth at-risk of high school non-completion, staff must be caring, compassionate, open-minded, patient, fair, and able to work with diverse populations. They must be able to build trusting relationships with students, ensure student safety, implement Restorative School Practices and ensure students can thrive while reaching their personal, academic and parenting goals.

A recent job posting for expeditionary staff: WS seeks energetic, bright, experienced, and relationship-minded individuals with open minded and adventuresome personalities to provide fun, empowering, and enriching experiences for teens at-risk of high school non-completion. Weekend Exploration Leaders empower adolescents by focusing on self-esteem, team-building, and positive decision-making skills. They act as mentors in forming relationships of trust as well as teachers of real life skills. They create exciting, memorable and action-based adventure experiences focused on developing leadership, confidence, and teamwork.

Our leadership team must also be able to inspire staff, document success, promote programs, and manage all fiscal and legal responsibilities, while ensuring students and staff are safe at all times and able to succeed.

#### Required Tabs:

Tab 17: First Year Staffing Chart

Tab 18: Employee Manual

# Wayfinder Academy First Year Staffing Chart

	FTE
Administration and Student Support	
Principal	0.500
Admissions Coordinator	1.000
Guidance Counselor	0.500
School Nurse	0.050
Special Education Director	1.000
Total	3.050
Passages Track	
Passages Director	0.500
Assistant Passages Director	0.500
Lead Teacher	2.000
Teacher	7.500
Total	10.500
Residential Track	
Residential Director	1.000
Campus Director	1.000
Lead Teacher	2.000
Culinary Arts & Residential Living Skills Instructor	0.875
Creative Arts Instructor	0.500
Garden Coordinator	0.500
Health Instructor	0.050
Lead Overnight Coordinator	1.750
Overnight Coordinator	0.875
Weekend Exploration Lead	0.875
Weekend Exploration Support Staff	1.250
Total	10.675
Grand Total	24.225

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# **Employee Handbook**

June 15, 2016

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# Welcome to Wayfinder Schools!

This handbook has been developed to help you become acquainted with our school and answer many of your initial questions.

As a staff member of Wayfinder Schools, you are helping to ensure Maine youth have the opportunity to graduate from high school and become capable, contributing members of their communities.

We are glad you have joined us, and we hope you will find your work to be both challenging and rewarding.

## I. Background

## a) Mission

Wayfinder Schools offer relational learning programs that transform the nature of a high school education by providing students with the skills and experience necessary to discover their strengths, connect with their families, practice personal responsibility, and contribute to their communities, and which culminate in awarding a high school diploma from the State of Maine.

## b) Core Values

Wayfinder Schools' core values form the foundation of our ongoing practice of building community and connectedness inside and outside of our school.

- **Respect:** We expect each member of our school community to treat all other members respectfully and with compassion.
- Relationship: The foundation of our teaching approach lies in the establishment and maintenance of positive, mutual relationships. Sustaining these relationships requires that we devote resources, energy and attention to them on an ongoing basis.
- Accessibility and Diversity: It is our intention to remain accessible to students
  who most need our school. We continually strive to eliminate financial,
  geographical, cultural, and other barriers in order to create a school community
  that is open and welcoming to all who might benefit.
- Joyful and Lifelong Education: We believe that education based on a nonjudgmental, welcoming approach rekindles the joy of learning for our students and faculty. We also believe that an education founded on the principles of acceptance and joy fosters lifelong connections and learning for students and faculty alike.

#### II. COMMENCING EMPLOYMENT

## a) Equal Employment Opportunity Statement

Equal Employment Opportunity has been, and will continue to be, a fundamental principle of Wayfinder Schools, where employment is based upon personal capabilities and qualifications regardless of race, color, religion, sex, age, national origin, marital status, sexual orientation, or any other protected class, in accordance with all federal and state legislation relative to discrimination.

#### b) Introductory Statement

This Handbook is designed to acquaint you with Wayfinder Schools and provide you with information about working conditions, employee benefits, and some of the provisions affecting your employment. You must read, understand, and comply with all provisions of this Handbook. It describes many of your responsibilities as an employee and outlines the programs developed by Wayfinder Schools to benefit employees. One of our objectives is to provide a work environment that is conducive to both personal and professional growth.

In prescribing these policies, it is the purpose of the Board of Directors to establish and set forth a uniform and equitable system of personnel administration for Wayfinder Schools. These policies are not an employment contract and should not be construed as such.

No employee handbook can anticipate every circumstance or question. As the school grows and changes, the procedures, practices, policies and benefits described here may need to be modified or discontinued from time to time with the Board of Directors approval. Therefore, the Board of Directors reserves the right to make changes in content or application as deemed necessary and these changes may be implemented even if they have not been communicated, reprinted or substituted in this document. Employees will be notified of any changes as they occur.

#### c) Employment Classifications

Wayfinder Schools classifies employees for pay and benefit purposes, in one or more of the following classifications.

- Full-Time employees regularly scheduled 40 hours per week in one position.
- Part-Time w/out Benefits employees regularly scheduled less than 30 hours per week.
- **Exempt** employees exempt from overtime provisions of the Federal and State Wage and Hour Laws (wages are calculated and paid on a salaried basis).
- Non-Exempt employees not exempt from Federal and State overtime provisions (such employees are generally paid on an hourly basis and receive overtime pay in accordance with Federal and State Law).
- School Year an employee regularly scheduled 43 weeks or fewer per year.
- Full-Year an employee regularly scheduled 44 to 52 weeks per year in one position.

• **Temporary** – an employee hired to work for a limited period (these positions are not classified as 'regular' employees, and time worked does not accrue toward benefits).

## d) Introductory Period

Your first one hundred twenty (120) days of employment are considered an Introductory Period, and during that period you will not be eligible for benefits described in this Employee Handbook unless otherwise required by law. This Introductory Period will be a time for getting to know your fellow employees, your supervisor and the tasks involved in your job position, as well as becoming familiar with the School.

During this Introductory Period, the School will evaluate your suitability for employment, and you can evaluate the School as well. Successful completion of the Introductory Period does not guarantee continued employment, as employment is always at-will, and the Introductory Period may be extended at the School's discretion.

## e) Outside Employment

We hope that you will not find it necessary to seek additional outside employment. However, if you are planning to accept an outside position, you must notify your supervisor in writing.

Outside employment must not conflict in any way with your responsibilities within our School. You may not work for competitors nor may you take an ownership position with another private alternative school.

Team members may not conduct outside work or use school property, equipment or facilities in connection with outside work while on school time.

# f) Confidentiality Agreement

Each employee of Wayfinder Schools is responsible for safeguarding confidential information obtained in connection with his or her employment. In the course of your work, you may have access to confidential information regarding Wayfinder Schools, its students or employees. Such confidential information includes, but is not limited to, the following:

- Student educational records;
- Employee personnel records;
- Payroll (salary records):
- Identity records (phone numbers/address of students or staff)
- Conferences (parent/teacher, administrator/employee, teacher/student, etc.)
- Grievances, complaints and resulting investigations;
- Disciplinary actions;
- Evaluations;
- User ID, Login or Password for Wayfinder Schools computers; and
- Personal correspondence, written or electronic.

Except as stated under the terms of the Family Educational Rights and Privacy Act (FERPA) of 1974, educational records disclosed to or observed by an educator or other employee of Wayfinder Schools may not be released to any other party without a signed release. Observations within the school are for the educator's professional development and not for personal conversation. At all times, all such records are to be kept confidential.

g) Fingerprinting and Criminal History Records Background Check
Maine Law requires all employees to be fingerprinted, and to undergo a criminal history
records check. Any new staff member is required to be fingerprinted must begin the
process prior to employment. Any existing staff member required by law to be
fingerprinted must complete the process for recertification or reauthorization.
Employment with Wayfinder Schools is contingent on receipt of a clear criminal history
records check.

#### III. PAYROLL

## a) Timesheet Recording

Accurately recording time worked is the responsibility of every employee. Federal and State Laws require Wayfinder Schools to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Employees should accurately record time worked daily on their timesheet. Tampering, altering, or falsifying time records is considered serious misconduct and may result in disciplinary action, up to and including suspension and/or termination of employment.

It is the employee's responsibility to sign his or her timesheet to certify the accuracy of all time worked. The supervisor will review and then sign the timesheet before submitting it for payroll processing.

#### b) Overtime

There may be times when you will need to work overtime so that we may meet the needs of our students. Although you will be given advance notice when feasible, this is not always possible. Non-exempt team members must have all overtime approved in advance by their supervisor. Non-exempt team members will be paid at a rate of time and one-half their regular hourly rate for hours worked in excess of 40 hours in a workweek, unless state law provides a greater benefit in which case, we will comply with the state law.

Only actual hours worked count toward computing weekly overtime.

If you have any questions concerning overtime pay, check with the Director of Operations.

## c) Payroll

It is the policy of the school that exempt team members' pay will not be "docked," or subject to deductions, in violation of salary pay rules issued by the United States Department of Labor and any corresponding rules issued by the state government, as applicable. However, the school may make deductions from team members' salaries in a way that is permitted under federal and state wage and hour rules. Team members will be reimbursed in full for any isolated, inadvertent, or improper deductions, as defined by law.

The school will not make deductions which are prohibited by the Fair Labor Standards Act or state laws from its exempt team members' pay.

If questions or concerns about any pay deductions arise, team members may discuss and resolve them with the Director of Operations. If an error is found, you will receive an immediate adjustment which will be paid no later than on the next regular payday.

Employees of Wayfinder Schools are paid every two weeks and are encouraged to utilize direct deposit at a banking institution or credit union of their choice. A notification period of two is necessary to activate direct deposit. Information and guidelines regarding direct deposit can be obtained through the Human Resources Office.

#### IV. EMPLOYMENT POLICIES

#### a) Contact with the Media

All media inquiries regarding the school and its operations must be referred to the CEO/Head of School. Only the CEO/Head of School is authorized to make or approve public statements on behalf of the school. No team members, unless specifically designated by the CEO/Head of School, are authorized to make statements on behalf of or as a representative of the school.

#### b) Visitors

If you are expecting a visitor, please notify your supervisor. All visitors must first check in at the reception area. Visitors are not allowed in any area of the building without being accompanied by an authorized team member. Under no circumstances will visitors be allowed in confidential, unauthorized or potentially hazardous areas.

## c) Workplace Searches

To protect the property and to ensure the safety of all team members, students and the School, the School reserves the right to conduct personal searches consistent with state law, and to inspect any packages, parcels, purses, handbags, brief cases, lunch boxes or any other possessions or articles carried to and from the School's property. In addition, the School reserves the right to search any team member's office, desk, files, locker, equipment or any other area or article on our premises. In this regard, it should be noted that all offices, desks, files, lockers, equipment, etc. are the property of the School, and are issued for the use of team members only during their employment. Inspection may be conducted at any time at the discretion of the School.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy may not be permitted to enter the premises. Team members working on or entering or leaving the premises who refuse to cooperate in an inspection, as well as team members who after the inspection are believed to be in possession of stolen property or illegal substances, will be subject to disciplinary action, up to and including termination from employment, if upon investigation they are found to be in violation of the school's security procedures or any other school rules and regulations.

The School is not responsible for loss or damage to personal property. Valuable personal items, such as purses and all other valuables should not be left in areas where theft might occur.

## d) Drivers License/Driving Record

Team Members in positions where the operation of a motor vehicle is an essential duty of the position must present and maintain a valid driver's license and acceptable driving record to our insurer. Changes in your driving record must be reported to your supervisor immediately. Violations of this policy may result in immediate termination of your employment.

## e) Certification, Licensing and Other Requirements

You will be informed by your supervisor if there are any licensing, certification, or testing requirements for your job. Failure to qualify or to maintain a certification or license may be sufficient cause for termination from employment.

#### f) Solicitations and Distributions

Solicitation for any cause during working time and in working areas is not permitted. You are not permitted to distribute non-School literature at any time during working time. Working time is defined as the time assigned for the performance of your job and does not apply to break periods and meal times. Employees are not permitted to sell chances, merchandise or otherwise solicit or distribute literature without management approval.

Persons not employed by the School are prohibited from soliciting or distributing literature on School property or in workplace where School personnel are operating.

## g) Technology

# (i) Cell Phones

Employees driving school vehicles, their own vehicles on campus, or who transport Wayfinder Schools' students during the course of the school day or in connection with a school activity (whether in a school vehicle or their own) are prohibited from using cell phones while driving with students in the vehicles. This prohibition includes texting and the use of hands-free devices. It is a violation of Maine law to text or read e-mail while driving. Employees are asked to turn off or quiet cell phones whenever possible during meetings and classroom teaching.

#### (ii) Acceptable Use

Wayfinder Schools' computers, Internet, voice mail and phone systems are the property of the School. Use of these systems by employees is primarily for work and school-related purposes. Employees may use these technologies for their occasional personal use provided such use does not interfere with their work or the work of others and that the School does not incur added expense as a result.

Employees should be aware that there is no reasonable expectation of or personal right to privacy for employees in their use of school computers, Wayfinder Schools' website, their access to or use of the Internet from school computers, or any part of the Wayfinder Schools communication system. Employees should use common sense and good judgment when sending messages to others and when using the Internet. E-mail messages and Internet sites visited can be tracked internally and traced back by others as originating from Wayfinder Schools.

Employees should also keep in mind that behavior in the electronic world should reflect the same standards of honesty, respect, and consideration that they would use in faceto-face communication through the social justice lens. Words can hurt or heal, whether in person or online. Technological communication is persistent and replicable; it can be forwarded, copied, and traced. Employees should be cautious and respectful in all online communications.

If there is concern about the misuse of technology by a particular employee, the School may inspect or monitor his/her e-mail, Internet use, records, files, documents, messages or voicemail, with the prior approval of the CEO/Head of School.

The following uses of Wayfinder Schools' technology system are not permitted and in some cases may be illegal. Engaging in these activities may be grounds for disciplinary action up to and including termination from employment. This includes but is not limited to the following:

- Gaining unauthorized access or "hacking" into Wayfinder Schools' computer system or that of any other person, business or organization from Wayfinder Schools' communication system, this includes trying to gain access to another person's email account or personal files.
- 2. Obtaining or sending obscene material, child pornography, sexually explicit material including messages, images and cartoons.
- 3. Transmitting or posting messages that constitute sexual harassment or that contain vulgar, derogatory, inflammatory, offensive or harassing remarks about another person's or group's race, religion, national origin, disability or sexual orientation or are otherwise defamatory.
- 4. Downloading, uploading and/or transmitting software programs, sound files or any other computer files which would violate copyright or trademark.
- 5. Creating or intentionally spreading computer viruses.
- 6. Engaging in gambling, or any other conduct prohibited at Wayfinder Schools or in violation of local, state or federal law.
- 7. Sending or forwarding chain letters.
- 8. Advertising or engaging in personal business ventures.
- 9. Making a video of or filming another community member and posting it on the Internet or other public space without the express consent of that community member.

# (iii) Employee Use of Social Media and Networking.

This policy and guidance is intended to strike the appropriate balance between professional and personal use of social media and networking. The growth of social media and networking provides new venues for communication that often connect the work and personal lives of employees and their use presents both opportunities and risks. When using these venues, employees are expected to pay particular attention to content and tone and may need to restrict their online communication, whether it is in the workplace or for personal use. As educators, teachers should also learn to be comfortable and conversant with online networking tools in order to help guide students toward positive ways of presenting themselves in the world.

The importance of the Schools' community values - respect, working in partnership, professionalism, dedication to the education of students, safety, civility, kindness, and

courtesy, etc. – are as important, if not more important, when communicating in the digital world. Employees are expected to interact with others in the school community through social media only to the extent and in the manner they would do so in face-to-face communication and other non-digital media.

The policies, procedures, and expectations set forth in this Handbook (community values, technology use, etc.) and that are otherwise communicated apply to all methods of communication: face-to-face meetings, letters, email, Facebook, YouTube, LinkedIn, Twitter, blogs, web-based discussions etc. Further, inappropriate use of social media and/or networking, whether the employee is using school or personal technology systems, may violate other school policies, e.g. harassment, anti-bias, etc., and lead to disciplinary action.

# (iv) Classroom/Professional/Educational Use of Social Networking.

In addition to social use, social media can serve as educational and professional development tools. When used responsibly, it can engage and connect students to the world, encourage collaboration, and support faculty and staff in their own learning. When choosing to use social media in the classroom or for professional development, employees should model safe and appropriate use of the tools. Faculty who want to use social media in their classroom should be familiar with the particular site and its security settings, be able to demonstrate those settings to their students, and ensure that all students have access to the site(s). They should be aware of how each networking site may interact or connect with other sites (Facebook, Twitter, etc) and how to adjust settings to maintain an appropriate level of protection. Faculty must adhere to Terms of Service (TOS) of online tools; in most cases they have a required minimum age of 13.

# (v) "Friending"

Employees are strongly encouraged to use discretion when initiating or accepting "friend" requests from current or prospective students except for academic reasons, or if the student is a family member. Employees are expected to use good judgment when interacting online with anyone in the larger Wayfinder Schools' community, including colleagues, alums and past and current parents.

# (vi) Managing an Online Presence

## 1. Content and Messages

Wayfinder Schools encourages employees to engage in respectful and intellectual discourse on a wide variety of topics and with a diversity of viewpoints. Employees are expected to use good judgment in visibly and publicly associating only with social networking groups and sites whose content is consistent with the mission and reputation of the School and thereby uphold the trust placed in each employee for the care and education of Wayfinder Schools' students.

# 2. Identification as a Wayfinder Schools Employee

Employees who use social network sites (including posting to blogs) are expected to monitor their wall/tagging/posts so as to ensure that any affiliation with Wayfinder Schools is connected only with professional and appropriate matters. No statement, comment, or opinion should be stated in such a way as to suggest that it is that of the School, unless permission is received in advance from the Director of Operations in writing. Example: If an employee chooses to post a personal message on a blog, s/he should sign the post as "John or Jane Smith, not "John or Jane Smith, Faculty Member, Wayfinder Schools". Similarly, when making personal, non-work related posts to blogs, employees should use a personal e-mail address, not their school e-mail address in the message or for reply purposes, as this may inadvertently and inappropriately imply approval of the message's content by the School.

## 3. Privacy Settings and Personal Information

Employees should be familiar and exercise care with privacy settings and personal profile information to ensure that posted content is appropriate, placed thoughtfully, and periodically reviewed. On most sites, privacy settings can be changed at any time to limit access to profiles and search ability, and changes should be made when necessary.

## (vii) Additional Expectations for Employees

With regard to the use of social media and networking, Wayfinder Schools expects that employees will:

- Maintain strict confidentiality regarding student, employee, and personnel information.
- Follow the child abuse/neglect and harassment reporting policies outlined in the Employee Handbook and share any information of concern with the appropriate supervisor, student advisor, Program Director, Director of Operations or CEO/Head of School.
- Be familiar with and understand the School's entire Technology Use Policy in the Employee Handbook which includes the statement: "Words can hurt or heal, whether in person or online. Technological communication is persistent and replicable; it can be forwarded, copied, and traced. Employees should be cautious and respectful in all online communications."

#### Be aware that:

- Social networking activities may be visible to past, current, or prospective students, parents, colleagues, and community members;
- Adult behavior on social networks may be used as a model by students;
- Wayfinder Schools reserves the right to require an employee to change or remove social media content if it depicts inappropriate conduct that reflects poorly on the School or the employee;

- Individuals are responsible for their postings and may be held personally liable for any statements deemed defamatory, obscene, harassing, discriminatory, retaliatory or that violate privacy rights or confidentiality, etc., and
- This policy applies to all social media sites without regard to whether they are accessible by the public or require a password.

## h) Conflict of Interest/Code of Ethics

An organization's reputation for integrity is its most valuable asset and is directly related to the conduct of its officers and other team members. Therefore, team members must never use their positions with the school, or any of its students, for private gain, to advance personal interests or to obtain favors or benefits for themselves, members of their families or any other individuals, corporations or business entities.

The school adheres to the highest legal and ethical standards applicable in our business. The school's business is conducted in strict observance of both the letter and spirit of all applicable laws and the integrity of each team member is of utmost importance.

Team members of the school shall conduct their personal affairs such that their duties and responsibilities to the school are not jeopardized and/or legal questions do not arise with respect to their association or work with the school.

#### i) Care of Student Records

The impression that students have of our school is based, in part, on the way we care for their records. If we are careless with their files and records, students may conclude that we have the same attitude toward our technical work. As professionals, we must respect the confidence in which we are entrusted and ensure that student files are handled with care.

When possible, obtain all material from student files and then return the material back to the files. Material should be returned in the same condition or better than when it was received.

Under no circumstances will outside requests for student material be fulfilled unless prior written permission is received from your supervisor.

#### j) Dress Code

All employees are expected to maintain appropriate standards of grooming, personal hygiene and dress during working hours. No clothing, personal grooming or hygiene practices should distract others or create a safety hazard to you or your co-workers.

Various positions require different standards of dress. We expect all employees to use good judgment in deciding what appropriate dress for work is. If you have any questions on the dress required for your position, please see your supervisor. If an employee is deemed to be inappropriately dressed or groomed, the employee will be sent home without pay.

#### k) Attendance

Dependable and prompt attendance is an essential function and responsibility of all employees of Wayfinder Schools. An employee who must be absent from work is expected to notify his or her direct supervisor as soon as possible prior to the start of his or her scheduled shift and to keep the direct supervisor regularly informed if the absence continues for two or more days. In like manner, employees should notify their direct supervisors as soon as possible of any anticipated tardiness. All planned absences such as vacation, personal days or professional days should be scheduled in advance with approval of a supervisor.

Poor attendance, a pattern of absences, and excessive tardiness are disruptive to the operation of the schools. All employees are expected to work on a regular and consistent basis, completing their regularly scheduled hours per week. Excessive absenteeism may result in disciplinary action, up to and including termination. Wayfinder Schools reserves the right to request a medical examination or doctor's certificate during or following an illness. Any employee who does not call or report to work for three consecutively scheduled workdays will be considered to have voluntarily resigned employment and/or will be considered job abandonment.

#### I) Employee Conduct and Work Rules

To ensure orderly operations and provide the best possible work environment, Wayfinder Schools expects employees to follow rules of conduct that will protect the interests and safety of all employees and students.

Employment with Wayfinder Schools is at the mutual consent of Wayfinder Schools and the employee ("at will"), and either party may terminate that relationship at any time, with or without cause, and with or without advance notice.

The following offenses, which are not exhaustive, are examples of misconduct that could result in disciplinary action, up to and including suspension and/or termination from employment.

- Possession or use of alcoholic beverages or controlled substances on the job or reporting for work under the influence of either. This may include use of drugs or alcoholic beverages during off work hours that affect the employee's efficiency and/or safety on the job.
- Sexual or other unlawful harassment.
- Sexual, physical or psychological abuse of a student.
- Entering into a sexual relationship with a student.
- · Breach of confidentiality.
- Inappropriate computer usage accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying materials that are obscene, threatening, discriminatory, harassing, or illegal.
- Damage to Wayfinder Schools' property due to negligence.
- Falsification of employment applications or records.

- Theft of property belonging to Wayfinder Schools, another employee, parent or student.
- Acts resulting in injury, fighting or horseplay while on Wayfinder Schools' premises.
- Insubordination, carelessness or inefficiency.
- Failure to return from a leave of absence or vacation when scheduled.
- Gambling of any kind on Wayfinder Schools' premises.
- Carrying firearms or other dangerous weapons on Wayfinder Schools' premises.
- Absence from work without permission.
- Actions resulting in arrest, arrest warrant or conviction from law enforcement.
- Smoking within any Wayfinder Schools building or on school property.
- A violation of the standards of behavior that the employer has a right to expect.
- Discourtesy or rudeness to any staff member, parent or student.
- Operating on equipment not assigned to you by a manager, supervisor or administrator.
- Using Wayfinder Schools' equipment for personal reasons without management approval.
- · Violation of established safety rules.
- Abusive language.
- Unsatisfactory work performance.
- Failure to report work related injuries and illnesses, regardless of the severity.
- · Failure to report unsafe working conditions.
- Habitual tardiness, excessive absenteeism, or a pattern of absences.
- Inability to work in collaboration with staff, parents and students.
- Any other violation of the school's policies or procedures, or other behavior that directly threatens or endangers the welfare of a student or employee, or negatively reflects upon the school.

#### m) Relationships with Current Students

Entering into a sexual relationship with any student currently enrolled in Wayfinder Schools programs will be grounds for dismissal. Prohibited behavior includes, but is not limited to, any type of sexual bantering, sexual jokes, sexual innuendos, and inappropriate touching that could be considered sexual harassment. Staff members must be sensitive to any appearance of impropriety in their personal contact with students. Before engaging in any of the following activities, please discuss the planned activity with your immediate supervisor, Director of Operations or CEO/Head of School:

- Inviting students into your home during off-school hours; and
- Exchanging personal gifts beyond what is customary during holidays, birthdays, or other celebrations instituted by Wayfinder Schools.

## n) Sexual Harassment Policy

State and Federal Law specifically prohibit sexual and other forms of harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting such individual; or
- Conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Any employee, who feels that he or she has been subjected to sexual harassment, or other harassment, should report the incident to his or her immediate supervisor, Director of Operations, or CEO/Head of School. Each incident reported shall be promptly and carefully investigated as directed by the CEO/Head of School, and if appropriate, remedial action shall be taken.

Employees also have the right to report incidents of harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, ME 04333. (207-624-6050).

#### o) Whistleblowers Protection Act

It is against the law for Wayfinder Schools to fire or threaten you because of the following:

- You reported a law violation;
- You reported a risk to health and safety;
- You would not do something that was a danger to your life or to someone else's;
- · You are part of a government investigation; or
- You are a healthcare worker and you reported a medical error.

This law protects you ONLY if you tell your supervisor or Director of Operations about what you think is wrong. You must allow enough time for your supervisor or Director of Operations to correct the problem unless you have a good reason to think that he or she will not fix it.

#### p) Grievance Procedure

If an employee feels that inappropriate corrective action has been taken against him/her, and the employee has been unable to resolve the matter informally by speaking with their supervisor, the employee may file a written grievance with the Director of Operations within 10 business days of the taking of the action. The Director of Operations will conduct an investigation of the incident, where appropriate, and will generally provide a written response to the employee within 20 business days. If more time is needed to respond to the complaint, the person filing the complaint will be so notified. The decision of the Director of Operations is final. Should the grievance be

related to the Director of Operations, the person filing the complaint should do so with the CEO/Head of Schools.

The filing of a grievance does not operate to suspend the action being complained of. For instance, if the employee is complaining that he/she was unfairly suspended without pay, he/she will remain suspended without pay for the period initially determined, unless and until the person with whom the grievance was filed reverses the decision leading to the suspension. Similarly, Wayfinder Schools has no obligation to keep a terminated employee on the payroll or enrolled in any benefits not ordinarily available to terminated employees, pending completion of the grievance process. However, if the action is reversed, the person with whom the grievance was filed may determine, in his/her discretion, that the employee should be reimbursed for some or all of the pay and/or benefits lost during the interim.

Temporary employees and employees who have not completed at least six months of continuous employment with Wayfinder Schools are not entitled to use the formal Grievance Procedure outlined above, but are encouraged to discuss any concerns they may have with their supervisor.

#### q) Evaluations

The Board of Directors expects all Wayfinder Schools employees to make a constant effort toward improvement in their work. To encourage this, a system for fair and effective supervision and evaluation shall be maintained by the Director of Operations. The system will include self-evaluations and supervisor evaluations. Your performance is important to our school. Once each year, at the end of the fiscal year, your supervisor will review your job progress within our school and help you set new job performance plans.

Our performance review program provides the basis for better understanding between you and your supervisor, with respect to your job performance, potential and development within the school.

New team members will generally be reviewed at the end of their introductory period.

#### r) Personnel Records

Personnel records are confidential, and only the employee and authorized management are granted access to these records. Employees wishing to view their own personnel file can do so per request through Human Resources. To keep necessary records up to date, it is extremely important that you notify the Human Resources Office of any changes in:

- Name and/or marital status;
- Address and/or telephone number:
- Number of eligible dependents;
- Change in educational degree status;
- W-4 deductions:
- Person to contact in case of emergency.

#### V. SAFETY

## a) Substance Abuse Policy

Wayfinder Schools believes that all employees and students should be able to work and learn in an environment free from alcohol and drug abuse. Accordingly, Wayfinder Schools expects all employees to report for work and to perform their duties in a manner that does not jeopardize the health, safety, and wellbeing of co-workers, students, or themselves.

## b) Smoking on School Premises

Be an example to our students: Tobacco use in any form is prohibited in all school buildings and on school grounds at any time.

## c) Fire Drills

Fire drills are scheduled periodically throughout the year. These drills are an important aspect in team member safety. We expect your complete cooperation during these drills. If you have any questions concerning evacuation procedures, see your supervisor.

## d) Workplace Violence

Violence by a team member or anyone else against a team member, supervisor or member of management will not be tolerated. The purpose of this policy is to minimize the potential risk of personal injuries to team members at work and to reduce the possibility of damage to school property in the event someone, for whatever reason, may be unhappy with a school decision or action by a team member or member of management.

If you receive or overhear any threatening communications from a team member or outside third party, report it to your supervisor at once. Do not engage in either physical or verbal confrontation with a potentially violent individual. If you encounter an individual who is threatening immediate harm to a team member or visitor to our premises, contact an emergency agency (such as 911) immediately.

All reports of work-related threats will be kept confidential to the extent possible, investigated and documented. Team members are expected to report and participate in an investigation of any suspected or actual cases of workplace violence and will not be subjected to disciplinary consequences for such reports or cooperation.

Violations of this policy, including your failure to report or fully cooperate in the School's investigation, may result in disciplinary action, up to and including termination.

## e) No Weapons in the Workplace

Possession, use or sale of weapons, firearms or explosives on work premises, while operating school machinery, equipment or vehicles for work-related purposes or while engaged in school business off premises is forbidden except where expressly authorized by the school and permitted by state and local laws. This policy applies to all

team members, including but not limited to, those who have a valid permit to carry a firearm. This policy does not apply to firearms stored in the team member's locked motor vehicle.

Team members who are aware of violations or threats of violations of this policy are required to report such violations or threats of violations to their supervisor immediately.

Violations of this policy will result in disciplinary action, up to and including termination.

Safety can only be achieved through teamwork at our school. Each team member, supervisor and manager must practice safety awareness by thinking defensively, anticipating unsafe situations and reporting unsafe conditions immediately.

## f) Reporting Abuse or Neglect

Under Maine law, any employee who has reason to suspect that a student has been sexually, physically or psychologically abused or neglected is required to report to Child Protective Services the suspected abuse or neglect. The report is to be made immediately upon forming the suspicion of abuse or neglect, and is to be followed by a written report within 48 hours if so requested.

While this legal obligation falls on each employee individually, Wayfinder Schools needs to know whenever your employment brings you into contact with any situation in which you suspect abuse or neglect of a student. In such circumstances, report your suspicions immediately to your supervisor, Director of Operations, or the CEO/Head of School. Do not wait until the next business day - call your supervisor or the Head of School at home if they are not at work.

Sometimes, circumstances arise in which an employee suspects abuse or neglect, but does not want to report it because the filing of the report may destroy his/her rapport with the family or individuals to whom the employee is providing services. However, failure to file a report of suspected abuse or neglect places both the employee and Wayfinder Schools at risk. If you are struggling with a concern about possible abuse or neglect, you must discuss the matter at once with your supervisor, Director of Operations, or the CEO/Head of School.

# g) Safety Precautions

Please observe the following safety precautions:

- Notify your supervisor of any emergency situation. If you are injured or become sick at work, no matter how slightly, you must inform your supervisor immediately.
- 2. The use of alcoholic beverages or illegal substances during working hours will not be tolerated. The possession of alcoholic beverages or illegal substances on the school's property is forbidden.

- 3. Use, adjust and repair machines and equipment only if you are trained and qualified.
- 4. Know the proper lifting procedures. Get help when lifting or pushing heavy objects.
- 5. Understand your job fully and follow instructions. If you are not sure of the safe procedure, don't guess; just ask your supervisor.
- 6. Know the locations, contents and use of first aid and firefighting equipment.
- 7. Wear personal protective equipment in accordance with the job you are performing.

A violation of a safety precaution is in itself an unsafe act. A violation may lead to disciplinary action, up to and including termination.

#### VI. BENEFITS

### a) Disclaimer

Wayfinder Schools has established a variety of employee benefit programs designed to assist you and your eligible dependents in meeting the financial burdens that can result from medical prevention and illness. This portion of the Handbook contains very general description of the benefits to which you may be entitled as an employee of Wayfinder Schools. Please note that nothing contained in this Handbook shall be held or construed to create a promise of future benefits. Refer questions to the Human Resources Office for complete information regarding any of our benefit programs. Please refer to your individual LOI for your benefit structure.

#### b) Holidays

Wayfinder Schools normally observes the following holidays during the year:

New Year's Day Memorial Day Independence Day Labor Day Thanksgiving Day Christmas Day

Paid holidays are included in vacation hours as outlined in the school's vacation policy.

Holidays for part-time employees and introductory employees may differ. Please refer to your Letter of Intent ("LOI") or comprehensive employment agreement for more details.

#### c) Vacation

Full-time team members are eligible for paid vacation time.

Vacation is calculated according to our fiscal year as follows:

After one hundred twenty (120) full anniversary days, and each fiscal year thereafter, you shall be entitled to 29 days of paid vacation annually.

Residential Staff's vacation time is outlined in the annual school calendar to maintain staff and student coverage.

Vacation time must be used annually, and cannot be carried over to future years unless approved by the CEO/Head of School. Employees are not eligible for vacation/holiday pay during the 120-day introductory period after which the time will be pro-rated.

#### d) Meal Time

Employees who work at least six (6) consecutive hours are entitled to a 30-minute meal period. By state law, the meal period is inapplicable if fewer than three (3) employees

are on duty at any time and the nature of the work allows employees frequent breaks during the workday. Please speak to your supervisor for additional information.

#### e) Personal / Sick Leave

Prorated after your 120-day introductory period, full year and school year employees are eligible for five (5) days of paid personal/sick leave based on job classification and negotiated agreements.

#### f) Bereavement Leave

Full-time and part-time employees who have completed the 120 day introductory period and who experience the death of an immediate family member may take up to three (3) days of paid bereavement leave. Additional leave from accumulated sick leave may be approved at the discretion of the Director of Operations.

# g) Professional Development

Employees will be allowed regularly paid time to attend professional conferences, workshops and/or seminars based on job classification and negotiated agreement and as approved by the Director of Operations.

Employees must obtain the approval of the Director of Operations or CEO/Head of School prior to attending professional development that will require reimbursement and missed time. Employees who incur professional development expenses will be reimbursed up to a specified amount for meals, mileage for travel, and lodging upon receipt of documentation of actual costs. This reimbursement for expenses should be transacted within 30 days of the event(s). The Director of Operations or CEO/Head of School may adjust rates of reimbursements depending on the nature of the training completed.

School vehicles may be available for travel purposes. The use of a school vehicle or use of personal transportation will be determined by the Director of Operations or CEO/Head of School and staff member at the time of approval for training.

# h) Transportation of Students by Wayfinder Schools Employees

Although most student transportation is and should be done in school vehicles, occasionally employees use their own vehicles to transport students. Any employee who transports students in a school vehicle or, on approved occasions, in their own vehicle must have on file: the parent's permission prior to providing transportation, copies of his/her current driver's license and proof of insurance on file with the Administration Office.

The responsible driver shall be in charge of the vehicle and provide control over the conduct of the students while transporting them. They are responsible for providing the comfort, safety and welfare of the students they are transporting.

If an accident or injury occurs while a student is being transported, the employee's personal car insurance policy provides the primary coverage. Employees shall not use cell phones when driving students. (See cell phone policy in technology section).

## i) School Related Expenses

Employees may be eligible for business related expense reimbursement. All reimbursements must have prior approval from your direct supervisor and Director of Operations. Forms are available through the Finance Office and receipts must be attached. Your direct supervisor must also sign the completed form.

## j) Jury Duty

Employees shall be granted a leave of absence any time they are required to report for jury duty. Employees shall be compensated the difference between their pay as a juror and their regular wages, provided lost time falls within the work week of the employee.

#### k) Military Leave

A leave of absence will be provided to employees for duty, training and/or other activities in the Armed Services as required by State and Federal Law.

## I) Workers' Compensation

Wayfinder Schools is covered under statutory state Workers' Compensation Laws. Should you sustain a work-related injury, you must immediately notify your supervisor. A first report of injury form must be completed within 24 hours of the accident or injury. Should your injury require the attention of a medical provider, you can obtain a list of approved physicians by calling the Human Resources Office. In case of an emergency, you should go to the nearest hospital emergency room for treatment and forward any payment requests to the Wayfinder Schools Human Resources Office.

#### m) Family Medical Leave

It is the policy of Wayfinder Schools to grant up to ten (10) weeks of unpaid family and medical leave during any two-year period to eligible employees, in accordance with the Maine Family and Medical Leave Act (FMLA). The leave may be paid, unpaid, or a combination of paid and unpaid leave, depending on the circumstances of the leave and as specified in this policy and consistent with employee contractual provisions. Any paid leave will run concurrently with FMLA.

In order to qualify for family or medical leave under this policy, an employee must have worked for Wayfinder Schools for 12 months and have worked at least 1,250 hours during the 12-month period immediately before the date when the leave is requested to commence.

In order to qualify as FMLA leave under this policy, the employee must be taking leave for one of the reasons listed below:

- A serious health condition of the employee
- The birth of the employee's child or the employee's domestic partner's child

- The placement of a child 16 years of age or less with the employee or with the employee's domestic partner in connection with the adoption of the child by the employee or the employee's domestic partner
- A child, domestic partner's child, parent, domestic partner, sibling, or spouse with a serious health condition
- The donation of an organ of that employee for a human organ transplant
- The death or serious health condition of the employee's spouse, domestic partner, parent, sibling or child if the spouse, domestic partner, parent, sibling or child as a member of the state military forces or the United States Armed Forces, including the National Guard and Reserves, dies or incurs a serious health condition while on active duty.

All employees who anticipate being out for more than five scheduled workdays should request leave under this policy by providing written notice with an explanation of the reason(s) for the needed leave to their immediate supervisor <u>and</u> the Director of Operations. Leave for personal health issues require a physicians' statement in support of the FMLA leave.,

Wayfinder Schools will provide individual notice of rights and obligations to each employee requesting leave along with written notification of their eligibility. When an employee plans to take leave under this policy, the employee must give 30 days notice. If it is not possible to give 30 days notice, the employee must give as much notice as is practicable.

## n) Family Sick Leave

Team members who are eligible for paid leave, such as sick time, vacation time or other paid time off, may use the time, up to a maximum of 40 hours in a 12-month period, to take care of an immediate family member who is ill. Family Sick Leave may be used to care for the team member's child, spouse or parent.

#### o) Unpaid Leave of Absence

Should a situation arise that temporarily prevents an employee from working, he or she may request a personal leave of absence through the Director of Operations. Specific time limits are based on job classification and negotiated agreement.

Full-time employees may be eligible for an unpaid leave of absence of up to one (1) year after ten (10) years of employment at the school. An extended leave of absence of up to one (1) year may be requested only once during the individual's tenure at the school. Approval of this leave is at the sole discretion of the CEO/Head of School and Board of Directors. Employees will be responsible for payment of their full health premiums during their absence from the school.

#### p) Health Insurance

Wayfinder Schools currently offers employees health insurance. Premium amounts are applied and pro-rated based upon letter of intent and negotiation agreements. Employees are eligible for benefits the first of the month after 30 days of employment.

Changes to health insurance coverage are allowed at the annual open enrollment period or at the point of a qualifying event (i.e., marriage, divorce, birth of a child, loss of health insurance), provided you do so within 30 days from the qualifying event.

Those employees eligible for health insurance who decline insurance but show proof of alternative coverage are entitled to a yearly cash-in-lieu benefit of \$1,500, paid biweekly at a rate of \$57.70 per pay period.

## q) Dental Insurance

Wayfinder Schools currently offers the opportunity for employees to participate in a dental insurance program. The employer currently pays 100% of premiums for eligible employees.

## r) 401(k) Qualified Retirement Plan

Our school provides eligible team members with a 401(k) Qualified Retirement Plan, which is an excellent means of long-term savings for your retirement. The school's contribution, if any, is determined by the employer on an annual basis.

You can obtain a copy of the Summary Plan Description which contains the details of the plan including eligibility and benefit provisions from the HR Manager. In the event of any conflict in the description of any plan, the official plan documents, which are available for your review, shall govern. If you have any questions regarding this plan, see the plan administrator.

#### VII. POST EMPLOYMENT

#### a) Notice

Employees are asked to give at least a 30-day notice of resignation. Some employees, upon hiring, will be asked to give more notice than this, because of the nature of their employment. Wayfinder Schools reserves the right to pay a resigning employee for the notice period, but to prohibit the employee from working for Wayfinder Schools during that time.

## b) Pay Upon Termination

Upon voluntary or involuntary termination of the employment relationship, regardless of the reasons, the employee will be paid any wages earned but not yet paid. The employee will not be paid for accrued but unused sick leave or personal days.

## c) Post-Employment Inquiries

Wayfinder Schools does not respond to oral requests for references. In the event your employment with the School is terminated, either voluntarily or involuntarily, your manager will respond to written reference inquiries with the dates of employment, position of employment, and wages earned.

As an employee of the School, do not under any circumstances respond to any requests for information regarding another employee unless it is part of your assigned job responsibilities. It if is not, please forward the information request to the Director of Operations.

## **EMPLOYEE ACKNOWLEDGEMENT FORM**

Wayfinder Schools Personnel and Policies Handbook describes important information about Wayfinder Schools, and I understand that I should consult the Human Resource Office regarding any questions not answered in the Handbook. I have entered into my employment relationship with Wayfinder Schools voluntarily and acknowledge that there is no specified length of employment.

ACCORDINGLY, EITHER I OR WAYFINDER SCHOOLS CAN TERMINATE THE RELATIONSHIP AT WILL, WITH OR WITHOUT CAUSE, AT ANY TIME, SO LONG AS THERE IS NO VIOLATION OF APPLICABLE FEDERAL OR STATE LAW.

None of the following alter the "at will" nature of employment with Wayfinder Schools:

- Oral or written statements or representation whether before or after your hiring;
- Practices or procedures of Wayfinder Schools or its supervisory personnel;
- Any written materials, including retirement materials, employment applications, policies, rules, guidelines, descriptions of benefits or this Handbook; and
- Completion of an "introductory period" or conferral of "regular" status.

Since the information, provisions, and benefits described here are subject to change, I acknowledge that revisions to the Handbook may occur, except to Wayfinder Schools' provision of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing provisions. Only the CEO/Head of School or designee of Wayfinder Schools has the ability to adopt any revisions to the provisions in this Handbook.

Furthermore, I acknowledge that this Handbook is neither a contract of employment nor a legal document. I have received Wayfinder Schools' Employee Handbook, and I understand that it is my responsibility to read and comply with the provisions contained in this Handbook and any revisions made to it. Failure to comply with the provisions of this Handbook could result in disciplinary action, up to and including termination.

Employee Name (printed):	 
Employee Signature:	
Date:	

I have received my own copy of Wayfinder Schools' Employee Handbook.

Please Sign and Return This Completed Form to the Human Resources Office



## **B.4 Pre-Opening Plan**

The *Pre-Opening Plan* attached in **Tab 19** will serve as the guide for completing additional elements needed prior to the opening of the charter schools, after approval has been granted. Timelines within the plan account for a six month window in which tasks will be accomplished, assign lead responsibility and deadlines for completion.

## Required Tab

Tab 19: Pre-opening Plan Template

# Maine Charter School Commission Required Elements Pre-Opening Plan TAB 19.

School Name\_\_\_\_Wayfinder Academy\_

Continued Di				
Collicact Dimension	l ask Element	Responsible Party	Required Completion Date	Date
Governance				Complete
	board Recruitment	Founders	In application	8/1/16
	Articles of Incorporation	Founders and	In application	9/1/15
	and Nonprofit filings	Governing Board		OT /T /O
	By-laws	Founders and	In application	8/1/16
		Governing Board		01/1/0
	Organizational Chart	Founders and	In application	8/1/16
		Governing Board		04 /4
	Organizational Policies	Founders and	In application	40.0
	and Procedures	Governing Board		Draft
	Ctaff Usualbast	COVER III & BOALU		8/1/16
	Stall natidbook	Governing Board	In application	Draft
		Executive Director		8/1/16
Enrollment	Forollmont Dollmon			
	Enablement Folicy and	Governing Board	In application	Draft
	Elifoliment Plan			8/1/16
	Kequired min/max	Governing Board	On contract date	Draft
	enrollments			2/1/16
	Application process for	Governing Board/	In application	0/1/10
	admission	Executive Director		Urant
	1	באבפתיות ביותו		8/1/16

Contract Dimension	Task Flement	Doctor of the Control		
		responsible Party	Required Completion Date	Date
Enrollment	Assessment of	Evecutive Dissets		Complete
continued:	student interest	/Director of	giilg	
		Admissions		
	Admissions and	Executive Director	In application	Droft
	Lottery procedures	/Director of		2/1/16
		Admissions		0,1,1
	Admissions	Executive Director	Prior to April 1st of school year	
	Notification and/or	/ Director of		
	Lottery Deadline	Admissions		
	Admissions	Executive Director	Prior to April 1st of the cohecilistics	
	Acceptance	/ Director of	The school year	
	Decisions	Admissions		
	File Pre-enrollment	Executive Director	April 1 of the school year	
	Report to SAU's			
Staff Recruitment and	Recruitment	Governing Roard /	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Hiring	Procedures for		iii application	Draft 0/1/10
	Principal and Key			9/1/10
	Admin. (Chief			
	Finance Officer,			
	Special Services			
	Ulrector, others)			

Contract Dimoneion				
	i dsk Erement	Responsible Party	Required Completion Date	Date
Staff Recruitment and Hiring continued:	Hiring of Principal and Key Admin. (CFO, S.S. Director, others)	Governing Board/ Executive Director	On contract date	Complete Draft 8/1/16
	Professional Instructional Staff (FT and PT Regular Teachers	Executive Director / Head of School	30 days prior to start of school year	Draft 8/1/16
	Special Ed., ELL Teachers); background checks completed			
	Paraprofessionals	Executive Director / Head of School	20 days prior to start of school year	
	Clerical Staff	Executive Director / Head of School	20 days prior to start of school year	
	Substitute Teachers	Executive Director / Head of School	At start of school year	
	Initial Professional Development and Staff Orientation	Executive Director / Head of School	5 days prior to start of school year	
	•			

Contract Dimonolog				
כסוונו שכר מווויפוואוסט	lask Element	Responsible Party	Required Completion Date	Date
Facilities and Cafety	Circus district			Complete
י מיווי אווא אווא אווא אווא אווא אווא או	olgned lease for all	Governing Board/	On contract date	Draft
	space as listed in	Executive Director		2/1/16
	application			0/ 1/ 10
	All required	Governing Board /	90 days prior to start of school	
	renovations to meet	Executive Director	Vear	
	approved school			_
	inspections			
	Certificate of	Executive Director	60 days prior to start of school	
	Occupancy	/ Head of School	year	
	Fire and Asbestos	Executive Director	60 days prior to start of school	
-	Inspections, Lead-	/ Head of School	Vear	
	paint Assessment			
	Insurance Policies in	Executive Director	10 days after contract date	
	place	/ Head of School	בם ממלם מונכן כסוונו מכר ממופ	
	Utilities (water and	Executive Director	60 days prior to start of school	
	air quality,	/ Head of School	Vear	
	plumbing,			
	electricity)			
	Capital Equipment	<b>Executive Director</b>	30 days prior to start of school	
	and Installation	/ Head of School	year	
	Office and	Executive Director	On days principle to the start of animal and the	
	Classroom		vear	
	Equipment and			
	Installations			

Contract Dimension	Took Floring			
	ומא בובווובענ	Kesponsible Party	Required Completion Date	Date
Facilities and Safety	Two concessions			Complete
continued;	Sheet and cafety	Executive Director	15 days prior to start of school	EAP Draft
	Plan	/ Head of School	year	8/1/16
Student Learning	School Calendar and	Executive Director	On contract data	
	Student Schedule	/ Head of School	כי כי וומכר מסופ	Draft 8/4 /4 C
	Code of Conduct	Executive Director	On contract date	8/1/1p
		/ Head of School		
	Special Services and	Executive Director	In application	
	Special Education	/ Head of School	-	0/1/1C
	Policy	/Special Services		οτ /τ /ο
		Coordinator		
	DOE has reviewed		Submitted with	
	Donulation coation of	Special Education	Rubric by DOE SPED.	
	the Application:	Department		
	"Name of Applicant's			
	application contains all			
	required elements."			
	If applicable,	Executive Director	30 days prior to start of	
	-		school year	
	litle 1 plan	/Special Services		
	approved by DOE.	Coordinator		
	-	_		
	<b>EL</b> L plan approved by DOE.			

Contract Dimension	Tach Elamont			
	I dan Element	Kesponsible Party	Required Completion Date	Date
Student Learning	Qualification of Staff	Executive Director	Submit to MF Dent of Ed	Complete
continued	Certification of	/Head of School	Special Education	
	SCNOOI Personnel List of all SPED Staff to include S.S. Numbers and applicable	/Special Services Coordinator	30 days prior to start of school	
	licensure.			
	Adequacy of Special	Executive Director	Submit to MF Dent of Ed	
	Education Services:	/Head of School	Special Education	_
	time provided to all students	/Special Services	•	
	enrolled. This includes specially designed instruction.	Coordinator	14 days prior to start of school	
	consultation, all related services,			
	number and amount of time for			
Finance and Einancial	Operating D. 1			
	Operating budget -	Governing Board /	45 days prior to school opening	
Services	final pre-opening	Executive Director		
	revisions			
	Cash-flow	Executive Director	On approval of application	
	Projections	/CF0		
	Fiscal Policies and	Executive Director	In application	
	Procedures Manual			
	Financial accounting	Governing Board /	On signing of contract	
	system compatible with MEDMS	Executive Director		
				_

Finance and Financial  Services continued  Executive Director  Other Grants  Other Grants  Misc. Funds / Fundraising Plan  Audit Timeline  Cechnology  Hardware installed  Software installed  Director of IT  Software installed  Director of IT  Software installed  Director of IT  Software installed  Software installed  Software installed  Software installed  Software installed  Software installed  Director of IT  Software installed  Director of IT  Software opening  Student/Staff IT  Executive Director  On signing contract  Procedures in place	Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date
d Financial  drants / Executive Director  fundacional federal)  Other Grants  Other Grants  Other Grants  Misc. Funds / Fundraising Plan  Audit Timeline  Audit Timeline  Becutive Director  Audit Timeline  Audit Timeline  Governing Board / Executive Director  Audit Timeline  Governing Board / Executive Director  Audit Timeline  Software installed  Director of IT  and set-up  Student/Staff IT  Student/Staff IT  Executive Director  Policy and  Procedures in place  Audit Director of IT  Procedures in place					Complete
Other Grants  Executive Director  Misc. Funds / Fundraising Plan  Audit Timeline  Audit Timeline  By Software installed  Software installed  Software installed  Software installed  Software installed  Software installed  Software installed  Software installed  Software installed  Director of IT  and set-up  Student/Staff IT  Procedures in place  Director of IT  Procedures in place	Finance and Financial Services continued	Grants / Entitlements (State and Federal)	Executive Director /CFO /Director of Dev.	Ongoing	
Misc. Funds / Executive Director Fundraising Plan /CFO /Director of Dev.  Audit Timeline Governing Board / Executive Director and set-up Software installed Director of IT and set-up Student/Staff IT Executive Director Policy and Procedures in place		Other Grants	Executive Director /CFO /Director of Dev.	Ongoing	
Audit Timeline Governing Board / Executive Director Hardware installed Director of IT and set-up Software installed Director of IT and set-up Student/Staff IT Executive Director Policy and Procedures in place		Misc. Funds / Fundraising Plan	Executive Director /CFO /Director of Dev.	Ongoing	
Hardware installed Director of IT and set-up Software installed Director of IT and set-up Student/Staff IT Executive Director Policy and Procedures in place		Audit Timeline	Governing Board / Executive Director	On signing of contract	
nstalled Director of IT taff IT Executive Director /Director of IT s in place	Fechnology	Hardware installed and set-up	Director of IT	30 days before opening of school	
taff IT Executive Director /Director of IT s in place		Software installed and set-up	Director of IT	20 days before opening of school	
		Student/Staff IT Policy and Procedures in place	ctor	On signing contract	

Contract Ding				
Contract Dimension	lask Element	Responsible Party	Required Completion Date	Date
Curriculum and Instruction	Curriculum Plan	Executive Director	In application	Complete
	Instructional Materials purchasing plan	-	On signing contract	
	Classroom assignments and set- up	Executive Director / Head of School	15 days before opening of school	
Student Services, Records and Reporting System	Attendance, Student Retention Records System	Executive Director / Head of School	On signing contract	
	Academic Performance Information	Executive Director / Head of School	On signing contract	
	Student information system compatible with MEDMS	Executive Director / Head of School	On signing contract	
	Student academic assessment and reporting plan compatible with MEDMS	Executive Director / Head of School	On signing contract	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date
Student Services, Records and Reporting System continued	Transportation Plan and Contract	Executive Director / Head of School	60 days prior to school opening	Complete
	Nutrition/Food Service Plan and Contract	Executive Director / Head of School	60 days prior to school opening	
	Health and Wellness Plan	Executive Director /Head of School	On signing contract	
Staff Information and Records System	Employment Policies, including performance evaluation criteria and procedures for professional and support staff, compatible with	Governing Board / Executive Director	On signing contract	
	MEDMS			<u>.                                      </u>
	Professional Development Plan	Head of School	On signing contract	

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#### **B.5** Management and Operation

Wayfinder Academy (WA) will benefit from the present experienced leadership team following its transition from Wayfinder Schools (WS), having operated as a Maine DOE approved private alternative high school school since the 1970's. Wayfinder Academy's proposed Administration and Staff have extensive experience in the fields of education and management (see **Tab 21** for job descriptions and personnel resumes) and are thrilled at the potential to raise Maine's graduation rate through supporting more of our most marginalized youth and leveraging the success and longevity experienced at Wayfinder Schools by expanding this innovative work and becoming a State of Maine Public Charter School.

#### Wayfinder Academy Organizational Structure

Wayfinder Academy's organizational structure is overseen by Wayfinder Academy's Board of Directors, which is currently comprised of scholars in education, law, human resources, finance, accounting, and public health. Three WA Board members are either current members of WS Board or had Wayfinder Schools' Board affiliation for many years prior. This important relationship is designed to ensure the commitment to a shared vision and support needed for the success of Wayfinder Academy.

The WA Board will be responsible for the oversight and annual evaluation of Dr. Dorothy Foote, CEO and Head of School for Wayfinder Schools. Dr. Foote will provide the academic and organizational leadership to WA and directly supervise its Directors through a Shared Services Agreement. Dr. Foote is an innovative educational leader and social justice advocate working on behalf of Maine youth. She is a co-founder of The Restorative Justice Institute of Maine and chairs the Advisory Committee of the Maine Department of Education's Truancy, Dropout and Alternative Education.

The day to day operation of WA will be overseen by Dr. Foote and led by the school's Principal, Martha Kempe. Staff supervision and evaluation will be overseen by Dr. Foote, Principal Kempe, Residential Director, Joseph Hufnagel, and Human Resources consultant Bryan Connelly, who is also contracted through the shared services agreement. Instructional leadership in the Passages Program will be led by Martha Kempe, Director of the Passages Program. Instructional leadership in the Residential Program will be led by Joseph Hufnagel, Director of Residential Programs. Both Directors hold advanced degrees in education and have extensive educational histories beyond the many years with Wayfinder Schools, including in areas of educational leadership, experiential education and working with at-risk youth. Instructional staff will be employed by Wayfinder Academy. Curriculum development and implementation will be overseen by Dr. Foote, Principal Kempe, and Joseph Hufnagel for relevance, innovation, best practices, and adherence to WA principles and ESSA.

#### Wayfinder Academy First Year Staffing Chart

All members of Wayfinder Academy's educational staff will be employees of Wayfinder Academy and under the supervision of the WA administration and, ultimately, the WA Board of Directors. WA expects to receive non-educational services, such as financial accounting and facilities management from Wayfinder Schools through a shared services contract.

Administration and Student Support	
Principal	0.500
Admissions Coordinator	1.000
Guidance Counselor	0.500
School Nurse	0.500
Special Education Director	1.000
Passages Track	
Passages Director	0.500
Assistant Passages Director	0.500
Lead Teacher	2.000
Teacher	7.500
Residential Track	
Residential Director	1.000
Campus Director	1.000
Lead Teacher	2.000
Culinary Arts & Residential Living Skills Instructor	0.500
Creative Arts Instructor	0.500
Garden Coordinator	0.500
Health Instructor	0.050
Lead Overnight Coordinator	1.750
Overnight Coordinator	0.875
Weekend Exploration Lead	0.875
Weekend Exploration Support Staff	1.250

The administrative functions will be shared through an agreement with Wayfinder Schools (see **Tab 20a, 20b, and 20c** with Organizational Charts for the overall organization). A formal Shared Services Agreement has been drawn up by attorneys, Taylor McCormack and Frame (see attached **Tab 31** Shared Services Agreement) identifying human resources management, accounting functions, and Chief Operating Officer functions with budgeting and annual audit, real estate management, and legal compliance. WS's CFO, Erin Larson, manages all financial responsibilities identified in the shared services agreement with WA.

Facilities management is conducted under the shared services agreement and provided by staff at WS.

All staff and volunteers working with and around students at WA and WS must be fingerprinted and undergo criminal background checks through the Maine State Police.

#### Partnerships and Contractual Relationships

Central to the mission of Wayfinder Academy and the years and legacy of Wayfinder Schools, both programs seek out and cultivate strong partnerships and contractual relationships with many organizations

in *all* areas and counties where we serve youth. Each year new partnerships are formed. The following lists some, if not all, of our key collaborative partners.

### Residential Partnerships include:

Tree Street Youth Center

317 Main Community Music Center

**Tri-County** 

Health Affiliates Maine

Lewiston High School

Camp Kieve

Day One

New Beginnings, Lewiston/Auburn

Acadia Climbing School - Eli Simon

U.S. Rafting - Maine

St. Mary's Regional Medical Center

Central Maine Medical Center

Gray, New Gloucester High School

Spurwink

Cobscook Community Learning Center

Various Career Exploration Placements

Pinelands

Hannaford - Gray, ME

Skillins Greenhouses

### Passages Partnerships include:

University of Maine Machias

Washington County Educational Attainment Initiative

Southern Maine Youth Transition Network

Seeds of Independence

Maine Roads to Quality Advisory Committee

Maine Families

Tree Street Youth

Carnegie Hall Lullaby

County Community Action Agencies

Child Development Services

Bay Chamber Concerts and Music School

County and Community Public Libraries

Career Centers throughout Maine

Maine Indian Education

Passamaquoddy Tribal Offices, Health Center and Education programs

Passamaquoddy LAUNCH program

Maine Women's Fund

Barbara Bush Foundation Family Literacy

Axiom Technologies and Education Centers

**Local Senior Centers** 

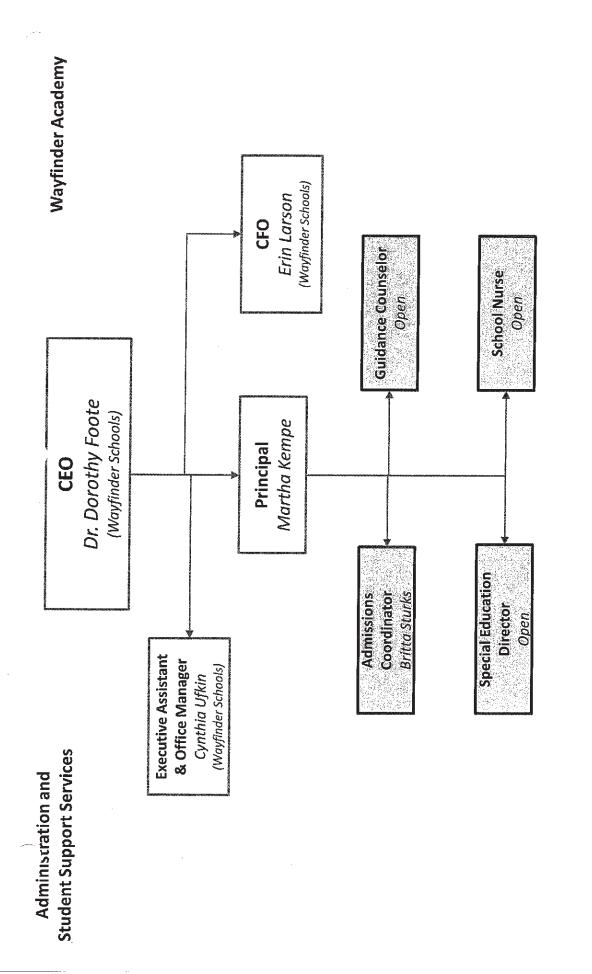
Local Food Pantries

Local arts centers and artists

#### Required Tab

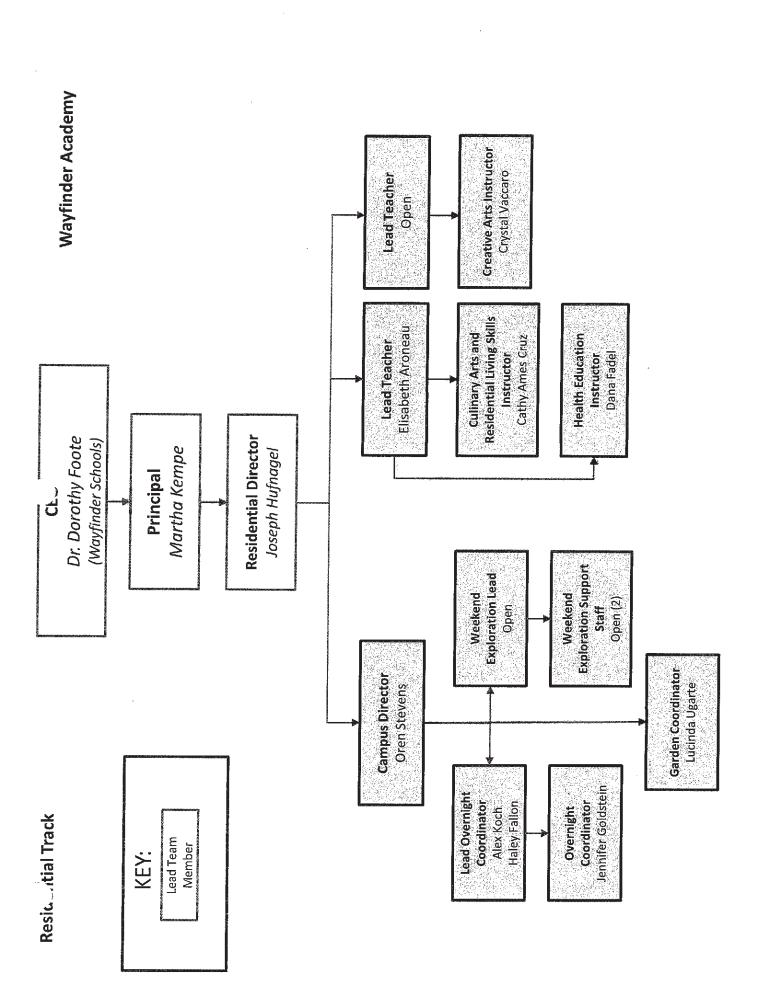
Tab 20: Organizational Chart

Tab 21: Position Descriptions and Resumes for Key Staff



KEY:

Lead Team Member



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: 200	441,			
		•		
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# **ADMINISTRATIVE**

cellaborator, motivator, problem solver, communicator. The CEO is responsible for developing and managing a professional staff.  Financial and Risk The CEO is responsible for developing and managin the School budget to achieve the School's Goals and Objectives.  Fundraising The CEO has overall responsibility for Fundraising activities. The CEO will work closely with the Director of Development, the Chair of the Director of Development, the Chair of the Development Committee, and the Board to achieve the fundraising goals of the School. The CEO will be a key fundraising goals of the School. The CEO will be foundations, Organizations, Private Donors.	20	time at each campus each week,	ucveloping a strong Board with	The state of the s	and the desired and the second	
Risk	20		members who are knowledgeable about the Organizations's mission, if and their role as active and effective board members.	management team on strategic plan and other key initiatives that directly impact the sustainability and ultimate growth and success of WF School.	Program success (trough sound research.	
		Strategic direction.  Reports to EC bi-weekly and to budget. Works with appropriate PC/Board at PC/Board meetings consituents to focus expenses on the regarding expense status, income achievment of the Schools Goals and status, status of specific initiatives. Objectives		Oversees and ensures compliance with state and federal requirements for nonprofit organizations as well as the Organization's policies and procedures.	Oversees and ensures compliance Provides Leadership and guidance on Establish a sustainable budget, with state and federal requirements day to day activities that impact the produce an annual report; iden for nonprofit organizations as well as budget. Ensures that focus is on the solicit and socure ongoing functive Organization's policies and specific goals and objectives of the from sources other than donors School.	Establish a sustainable budget; produce an annual report; identify, solicit and socure ongoing funding from sources other than donors (foundations, grants, state funds,
	ising inteve will be	to the Development ant Committee and s as they pursue antial donors and	sting	Explores, evaluates and helps  develop collaborative initiatives and organizate partnerships that support the fundraisi organization's mission and contribute pursuits. to its financial sustainability.	Provides structure around what the organization should pursue for fundraising and enterpreneurial pursuits.	etc). i foject a 5 year budget.
Strategic Direction Working closely with the Board, set the strategic direction of WF school. Refine the plan as needs accomplish objectives and to continue the fulfilling of the mission and the organization's financial stability.	e Board, set the strategic Refine the plan as needed to to continue the fulfillment iganization's financial	Working closely with the Board, set the strategic Leads the development and direction of WF school. Refine the plan as needed to implementation of Strategic Plan in accomplish objectives and to continue the fulfillment, olose cooperation with staff and the of the unission and the organization's financial Board of Directors.	Ensures plans and processes are in place to engage staff, Board members and other stakeholders to facilitate the implementation of strategy.			
ı <u>İ</u>	Oversees design, delivery and quality of programs, products and services.	Leads the growth, development, and delivery of current programs.	2s potential program on to meet marketplace need, ecommendations to the 8 a result of that evaluation.	Develops ideas for new programs, initiatives, and partnerships that will support the organizational mission.	Identify and adapt to marketplace needs while continuing the mission of the school.	
Human Resources Effectively oversees the human resources of the organization according to authorized personnel policies and procedures that fully conform to cut laws and regulations.		hes and maintains within the organ y scheduled meet Tinformed, engay in the organization in the organization.	± ± ±		Works with management team to establish annual goals, plans, professional development a opportunities.	Maintains regular communication with staff, partner organizations, stakeholders, funders, and others, and attends priority meetings as able.
Community and Public Assures the organization and its mission, programs, Products and services are consistently presented in strong, positive image to relevant stakeholders.		aucosas. Forms and/or further strengthens relationships with the state's education leaders, legislators, regulators, community and business leaders.	Works with Staff on issues and Initiatives involving community and D public relations impact, in in Initiatives in Initiatives in Initiatives in Initiatives in Initiative Initi	In collaboration with the Development Committee - develops a marketing and PR Campaign to increase the school's visibility and make a focused effort to identify and reach out to the most effective andlence.		

# Dorothy D. Foote, Ph.D.

footedottie@gmail.com 227 Sheridan Street, Portland, ME 04101

#### PROFESSIONAL SUMMARY

Successful and passionate leader recognized for developing and delivering effective community programs that address fundamental social issues and produce positive societal and economic impact. Demonstrated abilities in:

- · Leading a successful non-profit organization;
- Implementing organizational transformation;
- Providing financially responsible management;
- Motivating and managing staff, volunteers and key stakeholders;
- Ensuring clear and effective communications;
- Using business intelligence to inform decision making; and,
- Applying the concepts of social justice, cultural competence and emotional literacy.

#### **EDUCATION**

Ph.D. Interdisciplinary - Education and Psychology, 2006, University of Maine, Orono, Maine M.S. Education and Human Development, 2002, University of Maine, Orono Liberal Studies, 1982, University of Maine, Orono

Post-graduateCommercial Banking degree, 1985, New England School of Banking, Williams College Williamstown, Massachusetts

### RELEVANT EXPERIENCE

#### CEO/Head of School

2008-Present

Wayfinder Schools; Camden, New Gloucester and Machias, Maine Led merger of The Community School with The Opportunity Farm for Boys and Girls to create a State wide institution helping at risk youth to successfully graduate from high school. Led successful rebranding into Wayfinder Schools in 2013 to set the stage for continued program expansion.

#### Adjunct Professor

University of Maine College of Education

"Education in a Multicultural Society"

University of Maine Psychology Department

"Psychology of Adolescence"

University of Maine, Augusta

"Psychology of Adolescence"

University of Maine, Augusta (Rockland Campus)

"Psychology of Adolescence"

University of Maine, Augusta (Rockland Campus)

"Psychology of Adolescence"

Thomas College, Waterville, Maine

"Accounting for Banking Management"

#### Program Developer and Facilitator, Diversity Coalition December 1998 - 2009

Camden Hills Regional High School, Rockport, Maine

- Designed and facilitated an after-school program of social justice and cultural pedagogy for students aged 14-19
- Conducted weekly on-campus sessions emphasizing in-depth dialog, personal narrative, guest presenters, and other modalities aimed at placing the lived realities and sociocultural realities of the young adult participants at the center of learning and personal moral growth
- Coordinated and directed 3-4 yearly presentations by Diversity Coalition students at conferences and schools throughout Maine

#### Program Developer, The Harassment Tales Project

2000 - 2009

Camden-Rockport Middle School, Camden, Maine

- Designed and directed a week-long, in-school program presented annually and placing middle-school students in direct interaction with high school-aged members of the Diversity Coalition
- Intervention directly addresses sociocultural identity differences (class, race, gender, oppression) as underpinnings of harassment

#### Program Developer, The Elder Listening Project

2001 - 2009

Windward Gardens retirement community and CHCC/Quarry Hill nursing home, Camden, Maine

- Designed, coordinated and directed a yearly oral history project in which high school students conduct in-depth interviews with elderly members of the community
- Guided the student historians in using the tools of cultural analysis to critically examine
  this body of recalled life experience, emphasizing the influence of deep social structures
  such as class- and gender-based expectations

### Research assistant, Examining and Transforming Campus Hazing Cultures

2007 - 2008

 National study examining hazing behaviors at colleges and universities throughout the U.S.

#### SOCIAL, COMMUNITY AND NONPROFIT SERVICE

#### Maine Magazine

Featured in "50 People Shaping Our State & Their Bold Visions For Maine's Future" July 2014 "Profile" by Sarah Braunstein August 2012

#### Maine Development Foundation - Leadership Maine

2014 - 2015

Beta Class of Education Leaders

# Advisor, Commissioner of Education's Committee for Truancy, Dropout,

2010 -2012

and Alternative Education Board Chair

2012-Present

Advisor, Shared Youth Vision Council, Maine Department of Education

2010-2012

Trustee, Center for Maine Contemporary Art

2010-2013

Co-Founder & Trustee, Restorative Justice Institute of Maine

201 2- Present

# Trustee, Restorative Justice Project of the Midcoast

2008 - Present

Belfast, Maine

Co-President, The Community School	2008
Camden, Maine Thirty-five year-old Independent residential school; Founders: Emanuel Parise	r, Dora Lievow
President, Youth Matters	2006 - 2009
Rockport, Maine	
Nonprofit corporation designed to support youth programs in Midcoast Maine Arranges guest speaking engagements, presentations, and other youth-oriented	e. I activities
Trustee, The Teen Center, Inc.	2007- 2008
Camden, Maine	2007 2000
President, Board Member, Fundraiser - Coastal AIDS Network Belfast, Maine	1992 - 2003
Led the organizational restructuring of the former Waldo-Knox AIDS Coalition based nonprofit agency offering a range of services throughout Midcoast Maine	into a broad-
Trustee, Youthlinks Rockland, Maine	2002 - 2003
Served as trustee and advisor for this Midcoast Maine educational foundation	
Knox County Fund Advisor, Maine Community Foundation Rockland, Maine	2000 - 2003
Board Member, "Communities that Care"  University of Washington, Seattle	2003 - 2006
Focus Group Coordinator/Facilitator, Center for Disease Control (CDC)	
Suicide Cluster Study	2004
Camden and Rockport, Maine Intensive cross-disciplinary study of an unusual cluster of teen suicides in Mido	oast Maine
Trustee, Bay Chamber Concerts Rockport, Maine	2000 - 2003
Trustee, Down East Singers Camden, Maine	2000 - 2001
Treasurer, Camden YMCA Camden, Maine	1992 - 1994
Treasurer, Children's House Montessori School Rockport, Maine	1990 - 1994
President and Treasurer, Camden Shakespeare Company Camden, Maine	1985 - 1989
Vice President, Maine Coast Artists Gallery (Presently Center for Maine Contemporary Art) Rockport, Maine	1984 – 1989

# PROFESSIONAL BUSINESS EXPERIENCE

Co-Owner, Wavesource LLC	1989 - Present
Rockport, Maine	
Own and run a cell tower business that was created from the Coastal Communication in mid-coast Maine. This enterprise is now in the process of being merged into a natibased on the West Coast.	ns business model onal organization
Co-Owner and Comptroller, Coastal Communications Rockport, Maine	1989 - 2008
Main Office Manager and Commercial Loan Officer, Camden National Bank Camden, Maine	1983 - 1989
Loan Officer, Merrill Trust Company Bangor, Maine	1982 - 1983
PANELS, PRESENTATIONS AND CONFERENCES	
"Live Girls" screening and discussion  Numerous locations throughout Maine  Planned and directed presentations by Diversity Coalition students	2003 - 2007
"Girls Will Be Girls" Conference Colby College Presenter	2004
Maine Youth Action Network  Ellsworth, Maine  Coordinated presentations by Diversity Coalition students	2005
Panelist, BBC Classical Music in Community Symposium Gilmore International Piano Festival, Kalamazoo, Michigan	2000
Planner, Presenter and Filmmaker, "Girls Will Be Girls" Conference University of Maine, Orono Collaborated with 5 other scholars in making documentary film and panel pre the development of adolescent girls	2002 esentation on

Wayfinder Schools

Job Description

**Position Title:** Chief Financial Officer (CFO)

**Position Supervisor:** Chief Executive Officer (CEO)

**Position Overview:** CFO is accountable for the administrative, financial, and risk management operations of the organization, to include the development of a financial and operational strategy, metrics linked to the strategy, and the ongoing development and monitoring of control systems designed to preserve organization assets and report accurate financial results. Principal accountabilities are:

#### **Planning**

- Assist in formulating the organization's future direction and supporting initiatives;
- Develop financial strategies;
- Manage the capital request and budgeting processes; and
- Develop performance measures that support the organization's strategic direction.

#### Operations

- Participate in key decisions as a member of the executive leadership team;
- Maintain in-depth relations with all members of the management team;
- Manage the accounting and finance functions;
- Manage any third parties to which functions have been outsourced;
- Oversee the organization's transaction processing systems;
- Implement operational best practices;
- Oversee employee benefit plans, with particular emphasis on maximizing a cost-effective benefits package; and
- Supervise due diligence related to potential merger or acquisition.

#### **Financial Information**

- Monitor financial results and trends;
- Oversee the issuance of financial information to internal and external parties; and
- Report financial results to Finance Committee and Board of Directors.

#### **Funding**

- Monitor cash balances and cash forecasts;
- Monitor investment balances; and
- Arrange for debt financing as needed.

#### **Risk Management**

- Understand and mitigate key elements of the organization's risk profile;
- Construct and monitor reliable control systems;
- Maintain appropriate insurance coverage;
- Ensure that recordkeeping meets the requirements of auditors and government agencies;
- Report risk issues to the Audit Committee of the Board of Directors; and
- Investigate auditor findings and implement auditor recommendations.

# **Third Parties**

 Manage relationships with critical business partners, including banking, insurance, investments, accounting, audit and legal.

# **ERIN L. LARSON**

MSA, CMA

P.O. Box 65 New Gloucester, ME 04260

207-926-4532 erinl@wayfinderschools.org

#### SUMMARY

Senior-level finance and operations professional with experience in non-profit and for-profit sectors. Specialties include budgeting, planning, and financial analysis; management reporting; business process improvement; and implementation of related software applications. Proven ability to utilize technology to streamline and improve business processes. Recognized for collaborative work style, innovative solutions, and team development.

#### WORK EXPERIENCE

Wayfinder Schools, New Gloucester, ME Chief Financial Officer Director of Operations

2016 to Present 2015 to 2016

Responsible for overseeing the daily operations of the organization, as well as ensuring the smooth running of the business. Oversee financial management and performance, process improvements, policies and procedures, general office management, vendor management, information systems, fundraising and business development, and human resources functions. Coordinate and participate in long-range planning; monitor tactical implementation of strategic plans; assist with managing risk, predicting and managing change, and organizational development. Interface with Finance Committee.

- Oversee overall financial management, budgeting, planning, reporting, systems and controls
- Improve operational systems, processes and policies, to increase effectiveness and efficiency of the organization.
- Coordinate and manage progress to multi-year strategic plan
- · Maximize information systems to ensure proper document management, and secure and efficient information sharing
- · Manage relationships with critical banking, insurance, accounting, legal and information technology vendors
- Supervise and manage performance of key administrative staff members

Macpage LLC, Portland, ME Consulting Manager

2011 to 2015

Assisted partner-in-charge with launch of new consulting service area and development of service delivery team. Provided on-going financial management and accounting services to a range of non-profit and for-profit clients. Assessed client finance and accounting operations, and provided and implemented recommendations for improvement; oversaw client finance and accounting departments; prepared financial statements and management reports; presented to executive management and finance committees; and developed budgets and projections. Supervised and trained staff; managed client relationships, project timelines, and budgets.

- Redesigned and implemented business processes, including but not limited to accounts receivable, accounts payable, cash management, monthly financial close, and budgeting
- Directed implementation teams for accounting, ERP, point of sale, and inventory management software applications
- Overhauled chart of accounts and accounting infrastructure to optimize financial reporting for management purposes
- Developed complex budget models and cost allocation methodologies
- Guided clients on proper accounting practices, cost allocations, internal controls, optimal use of accounting software, and more

### Erin L. Larson, Page 2

Friedman Gaythwaite Wolf & Leavitt LLP, Portland, ME Finance Manager Firm Administrator

2009 to 2011 2005 to 2009

Managed all aspects of firm operations including banking, insurance programs, employee benefits, human resources, information technology, and vendor management. Directed firm's accounting operations; supervised accounting staff; and coordinated with external CPA firm. Administered and served as fiduciary for 401(k)/profit sharing and deferred compensation plans.

- Performed periodic assessments of business and employee insurance programs; implemented changes as appropriate to reduce risk, optimize coverage, and manage premiums
- Conducted comprehensive review of operations for 401(k)/profit sharing plan and revamped internal procedures to ensure compliance with IRS and DOL regulations
- Improved and formalized annual budgeting process; implemented routine variance analysis

Fairchild Semiconductor, South Portland, ME

Marketing Development Program Specialist, Corporate Marketing
Finance Manager, Corporate Sales Distribution Channel

Intermediate Financial Analyst, Financial Analyst, Interface & Logic Division

2003 to 2004

2002 to 2003

1999 to 2002

Partnered with product design/development, marketing, and sales managers to analyze financial aspects of business and assist in decision-making. Managed routine accounting practices; prepared department and division budgets; and presented financial reviews to management.

- Co-pioneered use of enterprise financial reporting tool for internal reporting and analytics; emerged as go-to internal resource
- · Collaborated with management to organize first-ever corporate-wide financial forecasting effort using enterprise tool
- Performed financial analyses for then \$400M product division and \$1B distribution sales channel, including but not limited to volume, price, mix analyses; profitability analyses for distribution "special deals;" and scenario analyses

#### EDUCATION, CERTIFICATIONS, AND PROFESSIONAL MEMBERSHIPS

Master of Science in Accountancy, Bentley University, McCallum Graduate School of Business, 2011 Bachelor of Science, Business Administration, University of Southern Maine, 1999 Certified Management Accountant, Institute of Management Accountants (IMA) Member, Institute of Management Accountants (IMA)

Member, Maine Association of Nonprofits (MANP)

Member, Maine Employee Benefits Council (MEBC)

				111111111111111111111111111111111111111			
Oversee Office supplies inventory at NG Campus and ordering	IT and related: Serve as internal point person for IT in issues. Administer a Office365 user IDs. Manage the School's master cellular plan with U.S. Cellular, and distribute and collect equipment to/from eligible employees.	Student support activities: I Assist Admissions Coordinator as needed; assist with student move-in; maintain clothing stock; meet student technology needs; teach sewing class.	Maintain positive working relationships with personnel, vendors, foundations and donors as it pertains to the Schools, staff and/or students	Consistently implement rules, expectations, policies, procedures, and protocols to ensure a safe and respectful living environment	Willingness to step in and help with tasks outside of assigned duties as needed, including fundraising events, and in keeping with the Schools' mission and values	As requested, provide support to maintain the efficient and effective operations of the school.	Office Support
Vendor Management: In collaboration with others, maintain log of all third party vendors. Maintain calendar of vendor contract renewals / expirations. Research and resolve vendor issues. Active participant in insurance renewals, claims tracking and reporting, coordination with insurance broker.	nce of hysical tracked	Technology: Manage Multi- Learning Technology Initiative (MLTI) lease agreement with State of Malne. Manage computer inventory including issuing to staff and students, ordering, delivery, maintenance and repairs, Ensure each unit wiped clean for use in new school year. Troubleshoot IT issues and coordinate with vendor as appropriate.	HR activities: Initiate and track job postings and Interested applicants. Conduct background checks on potential new hire employees. << Transition to HR Manager>>	Bulking related activities: For NG office, ensure proper upkeep of building repairs, cleaning, computer equipment, utilities, pest management. Conduct annual review of Emergency Management Plan, coordination of fire drills. Show and book facility reservations, and provide support for food, bedding, cleaning, audiovisual equipment for client event.	Vehicle fleet related activities: Track NG campus vehicles to ensure proper inspection, insurance, registration, maintenance occurs on schedule. Ensure comprehensive pre-check of vehicles prior to road trips. WEX card management for NG fleet.	Responsible for supervision of Facilities Manager activities. Oversee efficient and effective operations of campus buildings, vehicles and equipment. Collaborate with Finance & HR Manager at Camden campus to coordinate similar efforts. Provide technology and HR support.	Office Manager Functions
Compliance: Responsible for submission of DOE and DHHS annual license renewal requirements, staff related certifications (CPR, 1st aid), pool waiver forms. Drivers license, driver training, background checks on staff. Distribute and collect signed network security / Internet usage agreement forms.	Event support: in  Compliance: Responsible collaboration with other staff, provide assistance in DHHS annual license managing all schoolsponsored events, including related certifications (CPA, internal staff/student-oriented and external public-facing events.  Drivers license, driver public-facing events.  on staff. Distribute and collect signed network security / internet usage agreement forms.	Facilitation and leadership at Lead Team meetings, including agenda management and capturing of key action Items.	Maintain and monitor all school calendar and coordination of key meetings.	Support for CEO at bi- weekly Executive Committee conference calls, including taking notes. Respond to requests from Board members for information, reports or other inquiries.	Maintain and monitor CEO Support for CEO at bi- and COO calendars to weekly Executive ensure smooth and efficient Committee conference daily schedules free of calls, including taking n schedule conflicts. Respond to requests fr Board members for information, reports or other inquiries.	Directly support CEO and COO in all administrative aspects, such as oversight and maintenance of calendar scheduling, coordination of meetings, screening calls, indirect, less frequent support of other Directors. Active management of internal and external expectations through efficient and effective communication. Broad administrative support of school needs.	Executive Assistant Functions
	reas:	e Key Operational Function areas:	Sub Processes within each of the	Sub		described in Job Description and interview with Laurie Pierce	Executive Assistant & Office Manager
					4	Cumming of Cunations of	Attributes of

# Cynthia L. Ufkin

(207)-776-4336

#### **Summary**

Highly motivated and energetic Executive Administrative Assistant with 10+ years in office management .Proven professional achiever who works independently, collaboratively and effectively communicates with cross functional teams to successfully achieve organization's mission.

#### **Employment**

Executive Administrative Assistant, Office Manager Wayfinder Schools, New Gloucester, Maine January 2010-current

- Direct support for CEO and COO in all administrative aspects
- Assist in maintaining CEO calendar of events, responsible for coordinating meetings, prioritize incoming calls, assist CEO and COO in any school needs, maintain confidential documents and files, responsible to attend Executive meetings, recording details, maintain files
- Responsible for responding to Board requests, information, reports, or other inquiries, maintain Smartsheet for current Board information
- Active management of internal and external expectations
- Broad administrative support of all school and staff needs, to include Office 365 staff assignments, Smartsheet management
- Facilitation and leadership at Lead Team meetings, to include agenda management and capturing of key action items, follow-up to resolve key action items
- Provide assistance in managing all school events, to include staff/student orientation, assist in developing yearly staff trainings, and external public-facing events
- Responsible for all DOE, DHHS annual license renewal requirements, staff related certificates, required waiver forms via insurance needs, background checks, driver's license checks, meet with necessary State inspectors, Fire Chief to insure State requirements are met, vendor management for all school related activities, maintain all logs
- Manage and supervise Facilities Manager, oversee activities needed to maintain both campus facilities
- · Oversee efficient and effective operations of campus buildings, vehicles and equipment
- Instrumental in renting facilities—to include: showings, rental agreements, food support, facility needs, audiovisual, bedding, cleaning, any aspect of tenant needs
- Maintain Wex, fleet gas card program, data base management, issue cards, provide training and maintain staff logs
- Assist in annual insurance renewals
- Maintain Emergency Action Plan for All-School programs
- IT—Manage MLTI data base, manage lease agreements with State of Maine, manage complete laptop inventory, maintain, update all laptops, instrumental in assisting

- staff/student with troubleshooting, complete and coordinate repair requirements with MLTI staff, check-in, check-out, clean complete laptop inventory yearly
- On-site Integrated Pest Management Coordinator for both campus—Maintain log books, meet yearly State inspectors, attend mandatory classes yearly to meet school Pest Management safety regulations with State of Maine agency

# Administrative Assistant for Principal Burchurd A. Dunn Elementary School

November 2008 – January 2010

- Assist Principal in all secretarial aspects of the main office
- Budget preparation and quantitative gathering of budget figures
- Maintain school checking accounts using Professional Quick Books
  - o Money incoming/outgoing
- Reconciliation of checkbooks computerized and paper
- Produce monthly reports to the principal of checking accounts
- Prepare staff time sheets bi-monthly to payroll office
- Monitoring absent/time off requests daily and report to payroll office bi-monthly

# Substitute Teacher MSAD 15 Elementary Schools

September 2000 - January 2010

- District Substitute
- Trained for:
  - o Nurses Office
  - o Principal's Office
  - Computer Lab
  - Library
  - o Phys-ED
  - o Special Ed & Title I
  - o All Classrooms K-12

# HOME After school Tutoring Program & Summer Day Camp Burchurd A. Dunn Elementary School

2005-2009

- Onsight Coordinator/Director
- Responsibility for summer coordinator
- Develop Complete Summer Day Program
  - o Initiate Program, Develop Curriculum
  - Plan/Implement all aspects for Field Trips
- Handle all day to day duties of complete program
- Higher Staff
- Daily schedule for all staff members
- Purchase all necessary items for Curriculum implementation
- Process all student applications and registration
- After school tutoring program
  - o Responsible for completion of children and tutor when necessary
  - o Meetings with parents to discuss student progress
  - o Met with teachers to discuss goals

#### **Education**

University of California at Fullerton 3.5 Years towards Bachelor of Accounting Fullerton, CA

Riverside City College
Associates Degree in Business Administration
With a Minor in Accounting
Riverside, CA
Matriculated: 1975

Ramona High School Riverside, CA Matriculated: 1974

#### **Certificates**

Comprehensive School Integrated Pest Management Training School Site Coordinator Maine Department of Agriculture 2015

Ed Tech I, II, III K-12 State of Maine 2000-current

CPR SAD 15 2010-Up for renewal

Heart Defibulator SAD 15 2010—Up for renewal

Real Estate Property/Management Certificate Las Vegas, Nevada Riverside, California 1987

Office Equipment/Secretarial Support Riverside, California 1979

Key Business Functions - Admissions Coordinator at Wayfinder Academy			Respor	Responsibilities		77777
Admissions Process	Meet with Head of School/CEO Establish a centralized	Establish a centralized	Indate maintain and took			
	and Program Directors regulary admissions process, as key to develop strategic plan for entry point to the Schools admissions and review status.	admissions process, as key entry point to the Schools and	admissions materials, brochures, fiyers, posters, etc.	88 ⊞	Oversee and ensure applicant's materials are complete for program enrollment.	
	and program needs.	students, parents, schools, funders, donors, etc.	for distribution of Admission materials to referring schools, agencies and community resources.	applications in progress and school enrollment.		
information & Reporting	Manage and update applicant and student enrollment records / databases, including the Infinite Campus student tracking system with the Department of Education.	Review and submit the October 1st and April 1st Student Count notices to sending school districts and Department of Education.	Maintain up-to-date student Information database.	Serve as School's expert, troubleshooter and trainer for infinite Campus (or other admissions software as applicable) for teachers and other end users.	Generate routine and ad hoc reports for the leadership team, board and Development department as applicable.	
Community Presence	Foster relationships with sending schools, organizations, and agencies. Be proactive in fostering positive relationships with school choice districts.	Travel and present the Wayfinder Schools' programs to referring schools, organizations, agencies and other interested groups.	Arrange and conduct School Campus tours,	Participate in and represent the Admissions office at staff, all school meetings and board meetings		
Student Support	Respond and assist with college applications, transcript and other requests as needed.	Manage alumni requests regarding scholarship opportunities, transcripts, and post-secondary planning needs in collaboration with schools' strategic planning goals.				
Other Duties	Willingness to step in and help with tasks outside of assigned duties as needed, including fundraising events, and in keeping with the Schools' mission and values. Provide school-wide assistance as needed.	Consistently implement rules, expectations, policies, procedures, and protocols to ensure a safe and respectful living environment.	Promptly respond to emergencies, concerns, requests, and / or happropriate behaviors you observe, and documenting and reporting as needed.			

#### BRITTA R. STURKS

709 Spruce Head Road-Spruce Head, ME, 04859-sturks.b@gmail.com - (207) 542-1985

#### **EDUCATION**

Northeastern University, Boston, MA

Masters of Science - Leadership, Specializing in Nonprofit Management - 12/2012

University of Maine, Augusta, ME

Bachelor of Arts - Social Science, Concentrating in Administrative and Organizational Behavior - 5/2010

#### PROFESSIONAL WORK HISTORY:

#### 6/2015-Present

# Wayfinder Schools, Admissions Coordinator, Camden, ME/New Gloucester, ME

- Foster relationships with sending schools, organizations and agencies; present the Wayfinder Schools' programs to referring schools, organizations, and agencies.
- Manage and update applicant and student enrollment records and databases
- Institute a centralized admissions process, as a key entry point to the school and its programs for interested students, parents, schools, funders, and donor, etc.

#### 9/2011-Present

# Professional Nanny, Portland, ME/ Weston, MA

- Create a safe; nurturing and stimulating environment in which 2-5 children can thrive and develop
- Transporting or driving of children to and from various places, such as school, playgroups, library, museums and zoo
- Hands-on experience in all aspects of preparing meals and snacks for the children

#### 9/2013-6/2015

# Dana-Farber Cancer Institute, Clinical Administrative Support Specialist, Boston, MA

- · Coordinated appointments and meetings, by being effective, sympathetic, and organized
- First point of contact for all patients and doctors to ensure follow-up appointments were scheduled accurately and methodically to guarantee all aspects of patient care were taken into account
- ▶ Provided various support for providers, nurses, and management; such as making changes to schedules (opening and closing templates), coordinating CD imports, sending faxes, answering incoming phone calls, and writing patient letters 9/2010 6/2012

# Yarmouth High School, Special Education Technician III, Yarmouth, ME

- Taught students to improve their behavioral patterns by using varying methods and instructions
- Implemented IEP goals for children with autism and obsessive compulsive disorder
- Balanced whole-group, small-group, and 1:1 instruction to accommodate different academic levels and learning styles 6/2010 8/2010

# Boys and Girls Club of Southern Maine, Lead Instructor, Portland, ME

- Ensured all programs and activities were organized and conducted in a safe and professional manner
- Aided in the development, planning, and implementation of theme days, special events, and family events as well as developed new, fun, and educational activities for youth
- Established communication links between members, parents, and supervisors

#### 9/2009 - 6/2010

### Education Tech III - Alternative Education, RSU 13, St. George, ME

- · Maintained classroom stability; using various instructional methods to keep students on task
- Integrated multiple teaching styles to meet the needs of all students
- Helped students develop the skills necessary to be productive members of society

#### 8/2007 - 7/2009

## Executive Assistant, Fixtures...Designer Plumbing Showroom, Rockland, ME

Performed all website maintenance, managed billing and invoicing, and completed all necessary paperwork for clients
 5/2005 – 8/2005

### AmeriCorps Volunteer, Trekkers, Thomaston, ME

- Planned logistics and assisted in experiential youth expeditions ranging from 25-50 participants for 3 to 15 days
- Acted as community mentor for youth grades 7 through 12
   Increased public awareness by creating and delivering a quarterly newsletter, writing bi-monthly press releases, and assisting in the re-launch of the organization's website by writing page content and testing usability

#### BRITTA R. STURKS

709 Spruce Head Road-Spruce Head, ME, 04859-sturks.b@gmail.com - (207) 542-1985

#### **VOLUNTEER EXPERIENCE**

- Board of Directors, Trekkers, Thomaston, ME 9/2015-Present
- Development Committee Co-Chair, Trekkers, Thomaston, ME 9/2015-Present
- Program Committee, Trekkers, Thomaston, ME 9/2015-Present
- Facilitator/ 1:1 Mentor/ Event Coordinator/ Database Upkeep, Trekkers, Thomaston, ME 9/2003-Present
- "Days for Kids" Annual Events Volunteer, Boys and Girls Club, Portland, ME 9/2011-Present
- Volunteer Shelter Staff, Knox County Interfaith Teen Safe-Haven, Rockland, ME 9/2009-3/2010

#### REFERENCES:

Don Carpenter
Senior Program Officer
Lerner Foundation
P.O. Box 10370
Portland, ME 04104
207.837.7765
don@lernerfoundation.com

Tessa Niven
Program Manager
Dana-Farber Cancer Institute
450 Brookline Ave.
Boston, MA
857-215-0800
Tessa Niven@dfci.harvard.edu

David Pearl
Yarmouth High School
101 McCartney St.
Yarmouth, ME 04096
207.846.5586
David\_Pearl@yarmouthschools.org

Jodi McGuire
Director of Instructional Support
Yarmouth High School
101 McCartney St.
Yarmouth, ME 04096
207.846.5586
Jodi McGuire@yarmouthschools.org

Tiffanie Panagakos
Unit Director
Boys and Girls Club of Southern Maine
55 Riverton Dr.
Portland, ME 04103
207.797.9048
tpanagakos@bgcmaine.org

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### ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

- THESE JOB DESCRIPTIONS WILL BE DEVELOPED AFTER CHARTER APPROVAL
- POSITIONS TO BE FILLED UPON CHARTER APPROVAL

# **PASSAGES**

Wayfinder Academy Job Description

Position Title: Principal

**Position Supervisor:** Chief Executive Officer (CEO)

#### **Primary Duties and Responsibilities:**

- Coordinate alignment of curriculum, instruction, and professional development and practice, consistent with existing curriculum model and student educational needs.
- Champion our curriculum models and practices for all tracks.
- Ensure a positive, safe and productive environment for students and faculty with a mindset towards diversity, inclusion, and relational education.
- Oversee administrative and program staff with regard to orientation and training of all teachers including ongoing in-service training.
- Oversee continual coaching and evaluation of all instructional staff.
- Conduct regular meetings with faculty for discussion of routine school matters and stimulating exchange
  of ideas and thinking about differentiated education for our students.
- Oversees the awarding of student awards and honors.
- Collaborate with CEO and CFO for the consideration of any changes to our curriculum models, utilizing administrators, educational team and outside consultations as needed.
- Coordinate with Program Directors to leverage adjunct or as-needed teachers.
- Assist with problem solving potential behavioral issues within Residential and Passages instruction.
- Ensure collection of school performance data.
- Ensure individualized student records, individual student learning plans, progress reports and other reporting requirements are met and any new or additional needs and requests are appropriately handled.
- Oversee adherence to Admissions policies.
- Collaborate with CEO and CFO with regard to budget performance.
- Ensure referring school districts have effective feedback loops in place from Principal, Residential or Passages staff.
- Participate in fundraising events on behalf of Wayfinder Schools as needed and/or requested.
- Any other duties as assigned.

#### Qualifications:

- Related Bachelor's degree required. Master's degree preferred.
- Certified with Maine DOE with a School Administrative Certification or actively working toward certification.
- Minimum of 3 years administrative and supervisory experience in a school or non-traditional school setting supervising educational staff.

- Exceptional leadership, communication and organizational skills. Ability to work effectively with all administrative and instructional staff and any related stakeholders or donors.
- Experience sufficient to lead the direction of all responsibilities as outlined.
- Must be collaborative, approachable, knowledgeable and solutions-oriented.
- Ability to integrate with Administrative team in areas of finance and budgeting and administer programs accordingly.
- Must have a passion for working with non-traditional students; familiarity with Relational Education,
  Restorative Justice, Nonviolent Communication, and Learner-Centered Teaching practices; experience
  with Individualized Education Plans, using adaptive teaching strategies based on strengths-based and
  multiple intelligences teaching models.

Functions of	Summary of						
Program Director	Expectations		e e e e e e e e e e e e e e e e e e e	COSCO WIGHT GOOD OF THE	one processes which came of the bey operational cultural dieses.	aleas:	
Program Management	Work closely with key Provide oversight and Wayfinder staff to set continual developmen the vision and improvement of mission of the entire academics, curriculum and other Program programs. Provide elements such as responsible oversight necessary Policles & Procedures. Plan for financial performance of development and development with Programs.	Provide oversight and continual development of and improvement of academics, curriculum, and other Program elements such as necessary Policles & Procedures. Plan for future Program growth and development with Head of School.	Oversee the financial management and planning for the Program (in conjunction with Director of Operations and Finance Manager), including grant oversight. Prepare the budget and resource needs of the Program. Support financial reporting and narratives as	Train, guide and oversee staff's implementation of social justice, relational education, learner-centered and strengths-based teaching practices throughout the Program	Serve as Program liaison with the Board, and support Board functions as required.	Track Program status and key metrics such as student counts (in conjunction with Admissions coordinator), tuition agreements, invoices and progress reports to school districts.	iatus Serve as Program Staff such as lialson to administrative team. Attend weekly Administrative Team meetings and represent olces Program interests. oorts to
Supervision of	Manage the hiring,	Create the culture, tone	narratives as requested.  Design staff	Meet with Head of	Provide information to	Attend staff meetings	Oversee mediation
	as	aff rith	it weeks in with with Ff. Design brough on ions.	Meet with Head of School and staff weekly Inance / HR Manager In support of for Program personnel supervisory process. Supervise staff and hold rogular meetings to facilitate the supervisory process.		Attend staff meetings (Program specific and all-hands).	Oversee mediation of staff grievances and conflicts.
Student Support and Management	Provide support, guidance, information to teachers, staff, students, parents, as needed	In conjunction with the Admissions Coordinator, conduct student intakes, interviews, follow-up and teacher assignments, with notification to superintendents and caseworkers as required.	Be available to provide guidance to students as needed.	Oversee staff's completion of student quarterly progress reports	Assist teachers in planning and carrying out student group events as needed.	Support or Oversee Plan and Implem graduating students and staff post transition conjunction with planning.	Plan and implement graduation ceremony in conjunction with teachers and staff.
Public Relations	Serve as liaison and spokesperson for Program.	Be the Program spokersperson and liaison with parents, sending schools, collaborating agencies, donors, grantors, and other organizations as needed	Provide information and/or write about students for reports and other grants each quarter	Function as liaison with community agencies and school districts.	Attend fundraising events as Program spokesperson as needed.	Act as liaison with Development Manager representing the Program throughout the state as needed and as time allows.	Serve on Committees in the interest of the organization as time allows.

# **MARTHA KEMPE**

Camden, ME 04843 • 207-542-9501 • marthakempe55@gmail.com Linkedin.com/in/marthakempe

# **LEADERSHIP:**

Mobilizing relationships in education to achieve optimal results for our students

### PROFESSIONAL SUMMARY

- Senior level management with proven leadership track record in education, community and non-profit settings.
- Extensive project management, strategic planning, grants and contracts review and implementation experience.
- Creative and collaborative leadership skills in demanding situations.
- Proven ability to interact with diverse groups to mentor and build consensus.
- Expanded knowledge of Maine's many communities through direct work in eight counties.
- Able to garner support & funding to maximize outcomes

# KEY ACCOMPLISHMENTS AND EXPERIENCE

**WAYFINDER SCHOOLS**, Camden & New Gloucester, ME Director of Passages Programs (2004-present)

A private non-profit school founded to provide a 21st Century, meaningful and strength-based high school degree program for at-risk youth in Maine. Directed **Passages**, a home-based high school for teen parents residing in eight counties of Maine.

- Expanded program from two counties to eight. Planned and implemented two expansions growing from serving 20 students to 65 students, with plans to be statewide in five years.
- Part of senior management team instrumental in the growth and merger of two significant Maine institutions. Including the transition of a 30-year, founder-led institution to a board controlled, executive director-led institution. Part of management team in the successful merger of the Opportunity Farm for Boys and Girls and the Community School, which expanded the school's reach into southern Maine. In 2013 the Board renamed the newly merged institution "Wayfinder Schools".
- Leveraged public and private funds to successfully support Passages. Personally sought and received over \$800,000 in state, private and public funding for Passages during my tenure..
- Created a vibrant and dedicated team of educators committed to the growth and achievement of teen parents. Established a trusted and committed team of educators who work independently within a team-supported network across eight counties serving some of the most isolated and disenfranchised youth.
- Increased our graduation rate of teen parents who dropped out or were about to drop out of high school. National average of teen parents completing high school by age 22 is 50%. In a five-year period, Passages graduated 65% of teen parents by age 21.

# MARTHA KEMPE, P. 2

#### ROCKPORT ELEMENTARY SCHOOL - ROCKPORT, ME

Education Technician, Title I (1999-2004)

Provided remedial instruction in reading and math for children in grades 1-5.

Co-president of the Megunticook Educational Support Association
 Oversaw two contract negotiations, as liaison between school board and MESA members. Negotiations
 Team won 2005 State Maine Education Association award for its negotiation efforts.

#### UNIVERSITY OF MASSACHUSETTS - DARTMOUTH, MA

Director of Grants and Contracts (1994-1998), Staff Associate, Research and Sponsored Programs (1988-1993) Managed research and sponsored programs for a five-college university, growing research from 3.2 million to 8.3 million by 1998.

- Established university's first technology transfer, patent and licensing policies and agreements. Collaborated with faculty researchers, federal and state funders and lawyers to create the university's first technology transfer, patent and licensing policies.
- Weathered a major retrenchment period in the university's history while growing the resources and access to research dollars. Oversaw the office during a major retrenchment period when the university merged with the University of Massachusetts system. My supervisor became Interim Provost, while I was Interim Director of Research and Sponsored Programs.
- Facilitated the expansion of the Research and Sponsored Programs for a five-college university and its premier Center for Marine Science and Technology. Instrumental in establishing a responsive Research & Sponsored Programs office that served the needs of a premier research center, including technology transfer, patent protection policies and protocols.
- Established the College of Visual and Performing Arts' first research and sponsored programs resource center. Upon return from the NEA, facilitated the college's training in seeking arts funding for all disciplines: improving faculty's grant success from local, state and national funders.

#### NATIONAL ENDOWMENT FOR THE ARTS – WASHINGTON D. C.

Program Specialist, Design Arts Program (1987-1988)

Advised applicants and worked with the design arts team that planned and ran all the national design review panels to include Architecture, Interior Architecture, Landscape Design, Graphic Design, Historic Preservation, and Urban Planning.

- Assisted in the NEA Leadership initiative "Mayors' Institute for City Design". "The Mayors' Institute helps transform communities through design by preparing mayors to be the chief urban designers of their cities." Part of Institute's planning and facilitation team.
- Conducted onsite reviews for Arts and Design projects of the One Percent for the Arts Program. Was the northeast NEA representative conducting on-site reviews of projects that received a joint visual and design arts grant under the One Percent for the Arts Program. Noted projects included Baltimore's Inner Harbor redesign, Providence, RI's downtown plan.

# MARTHA KEMPE, P. 3

### KENT COUNTY MENTAL HEALTH CENTER - WARWICK, RI

*Director of Residential Services* (1982 – 1985)

Established Center's very first comprehensive residential services for mentally disabled adults.

- Opened first group home for mentally disabled adults in RI. Under federal deinstitutionalization mandate, established Rhode Island's first group home.
- Initiated and implemented a "Continuum of Residential Services" from least restrictive to most supportive services. Proposed and developed a group home, supervised apartments and foster care support for newly released mentally disabled adults from Rhode Island's state institution. Services included planned programming, residential support needs, transportation and transitional support services to foster client independence.
- Hired, trained, and supervised staff of twenty, including graduate and undergraduate interns. Ensured that each facility and residential setting offered humane, positive, supportive and well trained staff to work with individuals based on their individual mental health needs, plans and goals.
- *Initiated plans to build, fund and support a second group home.* Based on the success of the first home and the need for more housing, initiated plans to add a facility.
- Instrumental in advocating, educating and supporting the introduction of a group home into a reluctant community. Met with community neighbors, attended community meetings, presented the facility management plans, worked with state agencies to ensure a smooth transition into the community of clients. Created a plan that worked with community members to ensure a "good neighbor" policy that helped them to accept and support their new neighbors.

ADDITIONAL EXPERIENCE WITH, Swain School of Design of New Bedford, MA (1986-87), Slater Mill Historic Site of Pawtucket, RI (1985-86), and the Art Center Association of Louisville, KY (1979-81). Other professional and committee work includes::

Maine Roads to Quality – Advisory committee overseeing the improvement and delivery of professional development opportunities and needs of for early childhood educators. (2015 – ongoing)

*Knox County Fund of the Maine Community Foundation* – *Advisory panel to review Knox County fund requests and make recommendations.* (2015 – ongoing).

Washington County Education Attainment Initiative – Facilitated by the Maine Community Foundation, representatives from school districts, adult education, University and Community College systems, and concerned citizens work to improve the educational attainment Washington County citizens. (2013-ongoing).

Received 2011 Recognition Award from the Maine Commissioner of Education – For my "significant contribution to meeting the needs of children and youth at-risk in their schools and/or communities".

*Maine's Shared Youth Vision Council* – Member of the advisory council of the Governor's Children's Cabinet (2009-12), Facilitated the Systems of Integration and Systems of Care Workgroup (2009-10)

**Peopleplace Cooperative Preschool** – Board and Development Committee member. Helped plan "Seeds of Growth" capital campaign. Helped raise two thirds of a \$50,000 Campaign. (1999-2003).

# MARTHA KEMPE, P. 4

# **EDUCATION**

(2009) C.A.S., Educational Leadership supported by the Maine School Leadership Network (MSLN), a partnership between the Maine Development Foundation and University of Maine System (2001-03) *University of Maine – Orono, ME* 

# (1982) M.A., Expressive Therapy

University of Louisville – Louisville, KY

# (1977) B.A., Fine and Applied Arts

University of Oregon, School of Architecture and Fine Arts

Certificate I.D. 06, #481174, Administrator, 34 Professional, Level K-12 040,

Maine Department of Education, 12/14/10 – Expiration Date 7/1/20.



#### JOB DESCRIPTION

Job Title:

Passages Lead Teacher 2

Supervisor:

Passages Program Director 22

#### Job Overview 2

**Passages Lead Teacher** has specialized duties as assigned by Supervisor and outlined in the attached addendum. These duties are in addition to the **Passages Teacher** duties described herein.

Passages Teacher administers the Passages curriculum of 24 core skills and the final Passage project to enrolled students; meets weekly and maintains contact with students via home visits, electronic communication and by phone; educates through a social justice lens utilizing individualized learning plans developed in collaboration with the student to meet their learning needs; uses adaptive teaching methods and strategies, as needed, for each student; works collaboratively with the Passages staff to address the needs of the program and the Schools; researches, practices, assesses, and shares proven teaching strategies and/or practices with school colleagues; assists in creating and maintaining a proven current curriculum that addresses the educational needs of teen parents/students; updates, maintains, and provides evidence of student learning in their official student record. Lead Passages Teacher has reliable transportation and is willing to provide transportation for students as needed.

**Wayfinder Schools** offer relational learning programs that transform the nature of a high school education by providing students with the skills and experience necessary to discover their strengths, connect with their families, practice personal responsibility, and contribute to their communities, and which culminate in awarding a high school diploma from the State of Maine.

#### Job Requirements

#### **QUALIFICATIONS**

Passages Lead Teacher has a passion for working with non-traditional students; familiarity with Relational Education, Restorative Justice, Nonviolent Communication, and Learner-Centered Teaching practices; experience creating Individualized Education Plans, using adaptive teaching strategies based on strengths-based and multiple intelligences teaching models; and the ability to teach in home settings and/or in all manners of locations. Reliable transportation is required.

#### **JOB DESCRIPTION** (continued)

#### Passages Lead Teacher 22

Passages Lead Teacher may have child rearing, social work, and/or counseling experience. Passages Lead Teacher possesses excellent computer skills with proficiency in both Mac and PC environments and with databases.

Personal Qualifications: Lead Passages Teacher inspires enthusiasm, trust, interest, and engagement in student's own learning, and has a respectful, non-judgmental, and supportive instructional style. Lead Passages Teacher is patient, compassionate, humble, personable, warm, and kind; possesses self- confidence, leadership skills, and a sense of humor; is a collaborator and team player; is responsible and demonstrates maturity in interactions with students, family members, staff, board members, and others; and is willing to work outside of assigned duties as needed.

#### Educational Requirements 2

Master's degree with teacher certification or working toward certification, or

3-5 years of classroom teaching in alternative education

#### **Job Requirements**

- Maintain assigned student caseload, which may increase or decrease during transition of graduates

  Band incoming students;

  Band incoming students;
- Maintain individualized student records, progress reports and other reporting requirements as Ineeded;
- Meet weekly and maintain progress with enrolled students; 2
- Develop individualized student learning plans for each student; 🛭
- Utilize a variety of learner-centered teaching strategies which honor different learning styles, build ②self-confidence and taps into students' multiple intelligences; ②
- Be willing to help out beyond the academic arena as needed with students within reason. May ②include but not limited to attend case management meetings, court appointments, doctor ☑appointments or other needs of the students: ☑
- Participate in and help plan weekly Passages staff meetings;
- Meet regularly with supervisor;
- Participate in fundraising events on behalf of Passages and the Schools as needed and/or requested; ?!
- Attend continuing professional development courses as required and provided by Wayfinder @Schools. @
- Any other duties as assigned. 2

#### Stephanie Whiting —Assigned Responsibilities

As Passages Lead Teacher perform targeted duties for the entire program in the following areas:

- Plan and implement Passages' first post-secondary transitions program;
- Provide consultation services to all Passages Teachers and their students planning to graduate in the
  academic year regarding post-graduation transition plans; track and support students as they
  prepare to graduate and transition out of Passages;
- Track graduates for one year after graduation;
- Maintain resources on post-secondary transition services, resources and opportunities;
- Provide Literacy training, support and resource development for all teachers;
- Maintain a reduced caseload of Passages students as assigned;
- Assist Admissions efforts of Passages Program Director and Admissions Coordinator in the southern region of Maine;
- Offer College financial planning services for college bound students;
- Provide leadership role with New Gloucester-based Passages team on workshop, community service, graduation planning and implementation;
- Provide leadership to all Passages staff as needed;
- In the event the Passages Program Director is unavailable or an emergency arises, take on the leadership and supervisory duties for Passages and its staff in coordination with partner Lead Teacher.

#### **Lead Teacher Qualifications**

- Certification in the area of specialization, or working toward certification
- Ability to lead educators, inspire and support their efforts on behalf of their students
- Work effectively with outside agencies, colleges and other resources on behalf of Passages
- Maintain up-to-date records and resources pertaining to area of specialization

# **Stephanie Whiting**

9 Whitmore Drive Windham, ME 04062 Cell 207-939-3979 smwhiting68@gmail.com

EDUCATION	
M.S., Education, Applied Literacy Concentration	August 2007
University of Southern Maine, Portland, Maine	
Extended Teacher Education Program (ETEP)	May 2006
University of Southern Maine, Portland, Maine	•
Early Childhood Education Certificate Program	May 2003
Andover College, Portland, Maine	•
B.S., Business Education	May 1990
Johnson & Wales University, Providence, Rhode Island	
CERTIFICATION AND TRAINING	
Completed Career Development Facilitator Training through NCDA	June 2014
State of Maine Business Education Endorsement (640) K-12	
State of Maine Literacy Specialist Endorsement (092)	
TEACHING EXPERIENCE	
Passages Program Lead Teacher	2012-Present
Wavfinder Schools, New Gloucester, Maine	

- Manage a caseload of 6-10 teen parents who are at risk of not completing high school and are between the ages of 15 and 21.
- Work closely with students who have achieved senior status to develop a post secondary transition plan.
- Meet with students on a weekly basis to provide direct instruction and support with academics, as well as parenting and life skills.
- Work with students to create personal, relevant lesson plans that will help them to discover their strengths, practice personal responsibility, and contribute to their communities.
- Build trusting, supportive, and resilient relationships with students who come from diverse backgrounds.
- Assist students with developing individualized learning plans that outline their personal and educational goals.
- Model parenting techniques, in order to build and strengthen parent/child relationship.
- Inspire enthusiasm, interest, and engagement in student's own learning.
- Plan and coordinate monthly workshops for students.
- Act as a liaison between my students and their community resources in order to meet individual needs.

# Title 1 Literacy Teacher

2008-2012

#### Grade 1-4

#### Songo Locks School, Naples, Maine

- Managed a caseload of 20 first-third grade students who qualified for Title 1 literacy support.
- Used the Developmental Reading Assessment (DRA2) and the Names Assessment to evaluate students and planned differentiated instruction to address individual needs.
- Provided direct literacy support and instruction to Title 1 students, using Leveled Literacy Instruction (LLI), to support their growth toward meeting standards.
- Met and consulted with grade level teachers to discuss student progress and plan appropriate instruction.
- Built partnerships between home and school through frequent communication, participation in parent/ teacher conferences, and school-wide family events.
- Assisted Literacy Coach with teacher trainings.

#### Grades 6-8

#### Gorham Middle School, Gorham, Maine

- Utilized the Scholastic Read 180 Intervention Reading Program to meet the needs of struggling readers.
- Used Scholastic Reading Inventory (SRI) data to plan instruction and monitor student growth.
- Modeled in class literacy lessons to support content area literacy.
- Participated in an English Language Arts Curriculum Review Committee.
- Presented literacy workshop focusing on comprehension strategies for GMS staff during a Professional Development day.

### Long Term Substitute Literacy Teacher

2006

#### Grades 6-8

#### Gorham Middle School, Gorham, Maine

- Utilized the Scholastic Read 180 Intervention Reading Program to meet the needs of struggling readers.
- Used Scholastic Reading Inventory (SRI) data to plan instruction and monitor student growth.

#### **Student Teacher**

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#### Grade 2

#### Narragansett School, Gorham, Maine

- From day 1 responsible for all aspects of classroom management, instruction, and assessment in Mentor Teacher's absence, for an extended period.
- Planned Guided Reading groups to incorporate the five areas of concentration (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension).
- Conferenced with students to assess Fall reading goals and to discuss new goals for the Spring.
- Designed, taught, and assessed a two week integrated unit on Weather that was aligned with the Maine State Learning Results (MLR).
- Implemented, modified, and assessed an Investigations math unit called Adding up to 100.

#### Student Teacher/Science

2005

#### Grade 6

#### Gorham Middle School, Gorham, Maine

- Designed, taught, and assessed a two week science unit on Landslides that incorporated technology and was aligned with the Maine State Learning Results (MLR) as well as local standards.
- Developed cooperative learning experiences for all classes by allowing students to work in small groups during Landslide unit so they would learn how to identify and perform roles necessary to accomplish group tasks (Gorham School District standard).
- Planned and presented a literacy activity called Textmapping-a pre-reading activity that teaches students how to access information effectively in non-fiction text.

# Title 1 Literacy Education Technician

2004-2005

#### Songo Locks School, Naples, Maine

- Managed a caseload of 20+ first grade students who qualified for Title 1 literacy support.
- Assessed students' current reading level with a Developmental Reading Assessment (DRA).
- Provided direct literacy support and instruction to assist students with developing the strategies, confidence, and skills they needed to grow as readers.
- Co-taught a first grade literacy block, offering additional guidance and support to the children who were
  not meeting grade level expectations.
- Created Literacy Work centers within the classroom where students worked together using differentiated instruction materials to expand their literacy skills.
- Participated in a teacher study group in which we were engaged in ongoing professional conversations to help our students become lifelong readers.

#### Preschool Teacher

2002-2004

# A Child's World Preschool- Accredited by NAEYC's National Academy of Early Childhood Programs Windham, Maine

- Successfully created a developmentally appropriate learning environment that encouraged and motivated all students to realize their maximum potential.
- Developed a focused portfolio for each student, to track his or her social, emotional, intellectual, and physical growth throughout the year.
- Held conferences with families to discuss the progress and development of their child.

#### ADDITIONAL EDUCATIONAL EXPERIENCES

#### Practicum in Literacy Instruction

Summer 2006

- Determined each student's stage of literacy development by administering the Informal Assessment of Reading (IAR).
- Used information from IAR to develop an Instructional Plan that included goals and various methods of instruction to be delivered to students who were transitional stage readers.
- Applied application of research-validated teaching in a supervised setting.
- Evaluated student progress and developed recommendations for further instruction.

#### Early Childhood Education Practicum 2, A Child's World Preschool, Windham, Maine

Spring 2003

Planned and implemented a developmentally appropriate curriculum for 4 and 5 year old children.

Early Childhood Education Practicum 1, Andover College, Portland, Maine

Fall 2002

 Visited several early childhood education classrooms to observe teacher-student interaction, as well as the classroom environment.

Student Teacher, Hope High School, Providence, Rhode Island

Spring 1990

- Completed over 200 hours of hands-on teaching in an inner city high school.
- Collaborated with supervising teacher to plan, prepare, and organize lesson plans for business courses.
- Established a strong rapport with at risk students that supported their motivation to learn.

#### **COMMUNITY SERVICE**

Volunteer, Windham Primary School, Windham, Maine

Spring 2008

Assisted second grade teacher with math centers during Everyday Math block.
 Volunteer, Windham Primary School, Windham, Maine

1999-2004

- Helped students with classroom work.
- Assisted teachers with classroom activities.
- Supervised students on field trips.

Volunteer, Celebrate Families, North Conway, New Hampshire

1996-1997

 Provided support and assistance to first time young parents, through weekly at home visits.

**Volunteer, Maine Youth Center (currently Long Creek Youth Development Center)**South Portland, Maine

1990-1992

 Mentored at-risk youths, providing a caring responsiveness, acting as a role model for their behavior and motivating them to set goals and work towards achieving them.



#### JOB DESCRIPTION

Job Title:

Passages Lead Teacher 2

Supervisor:

Passages Program Director 22

#### **Job Overview 2**

**Passages Lead Teacher** has specialized duties as assigned by Supervisor and outlined in the attached addendum. These duties are in addition to the **Passages Teacher** duties described herein.

Passages Teacher administers the Passages curriculum of 24 core skills and the final Passage project to enrolled students; meets weekly and maintains contact with students via home visits, electronic communication and by phone; educates through a social justice lens utilizing individualized learning plans developed in collaboration with the student to meet their learning needs; uses adaptive teaching methods and strategies, as needed, for each student; works collaboratively with the Passages staff to address the needs of the program and the Schools; researches, practices, assesses, and shares proven teaching strategies and/or practices with school colleagues; assists in creating and maintaining a proven current curriculum that addresses the educational needs of teen parents/students; updates, maintains, and provides evidence of student learning in their official student record. Lead Passages Teacher has reliable transportation and is willing to provide transportation for students as needed.

Wayfinder Schools offer relational learning programs that transform the nature of a high school education by providing students with the skills and experience necessary to discover their strengths, connect with their families, practice personal responsibility, and contribute to their communities, and which culminate in awarding a high school diploma from the State of Maine.

#### **Job Requirements**

#### **QUALIFICATIONS**

Passages Lead Teacher has a passion for working with non-traditional students; familiarity with Relational Education, Restorative Justice, Nonviolent Communication, and Learner-Centered Teaching practices; experience creating Individualized Education Plans, using adaptive teaching strategies based on strengths-based and multiple intelligences teaching models; and the ability to teach in home settings and/or in all manners of locations. Reliable transportation is required.

#### **JOB DESCRIPTION** (continued)

#### Passages Lead Teacher 22

Passages Lead Teacher may have child rearing, social work, and/or counseling experience. Passages Lead Teacher possesses excellent computer skills with proficiency in both Mac and PC environments and with databases.

Personal Qualifications: Lead Passages Teacher inspires enthusiasm, trust, interest, and engagement in student's own learning, and has a respectful, non-judgmental, and supportive instructional style. Lead Passages Teacher is patient, compassionate, humble, personable, warm, and kind; possesses self- confidence, leadership skills, and a sense of humor; is a collaborator and team player; is responsible and demonstrates maturity in interactions with students, family members, staff, board members, and others; and is willing to work outside of assigned duties as needed.

#### **Educational Requirements 2**

Master's degree with teacher certification or working toward certification, or

3-5 years of classroom teaching in alternative education

#### Job Requirements

- Maintain assigned student caseload, which may increase or decrease during transition of graduates

  Band incoming students; B
- Maintain individualized student records, progress reports and other reporting requirements as @needed;
- Meet weekly and maintain progress with enrolled students;
- Develop individualized student learning plans for each student; 2
- Utilize a variety of learner-centered teaching strategies which honor different learning styles, build @self-confidence and taps into students' multiple intelligences;
- Be willing to help out beyond the academic arena as needed with students within reason. May <code>@include</code> but not limited to attend case management meetings, court appointments, doctor <code>@appointments</code> or other needs of the students; <code>@</code>
- Participate in and help plan weekly Passages staff meetings;
- Meet regularly with supervisor;
- Participate in fundraising events on behalf of Passages and the Schools as needed and/or requested;
- Attend continuing professional development courses as required and provided by Wayfinder @Schools. ②
- Any other duties as assigned.

#### Erica Gates —Assigned Responsibilities

As Passages Lead Teacher perform targeted duties for the entire program in the following areas:

- Assess potential clinical support needs for selected students, as requested;
- Provide consultation regarding student mental health interventions, services and supports to all Passages staff, and Residential staff, as needed;
- Teach dual-enrollment college-level math course offered through Thomas College, with potential to add additional course;
- Serve as liaison between Thomas College and dual-enrolled math students as part of their post-education plan;
- Maintain a reduced caseload of Passages students as assigned;
- Provide leadership role with Camden-based Passages team on workshop, community service, graduation planning and implementation;
- Provide leadership to all Passages staff as needed;
- In the event the Passages Program Director is unavailable or an emergency arises, take on the leadership and supervisory duties for Passages and its staff in coordination with partner Lead Teacher.

#### **Lead Teacher Qualifications**

- Certification in the area of specialization or work towards certification
- Ability to lead educators, inspire and support their efforts on behalf of their students
- Work effectively with outside agencies, colleges and other resources on behalf of Passages
- Maintain up-to-date records and resources pertaining to area of specialization

# Erica Gates, LCPC-C

91 Russell Ave, Rockport, ME 04856 Tel: 207-551-4402 Email: egates.experience@gmail.com

#### **PROFILE**

I am an energetic individual who has a great enthusiasm for learning and a passion for helping others. I believe in creating and maintaining positive relationships with students, colleagues, and families in order to best promote success for all.

#### **EDUCATION**

University of Maine, Orono Master's in Education, Counselor Education University of Maine, Orono Bachelor's of Science, Elementary Education

#### **CERTIFICATION**

STATE OF MAINE EDUCATIONAL CERTIFICATIONS AND ENDORSMENTS: PROFESSIONAL 020, PROVISIONAL 075, TRANSITIONAL 860 STATE OF MAINE LICENCED CLINICAL PROFESSIONAL COUNSELOR CONDITIONAL LICENSE; XL3698

#### PROFESSIONAL EXPERIENCE

#### Passages Teacher, The Wayfinder Schools, Camden, Maine. September, 2011-Present

- · Teach in the Duel Enrollment Program with Thomas College
- · Work with teen parents in a home-based program to help the students earn their high school diploma.
- Work on academics as well as personal topics such as self-care and parenting.
- Pull on background in counseling to help guide students

#### SAT Prep Teacher, Medomak Valley High School, Waldoboro, Maine. January, 2011-August, 2011

· Worked collaboratively with teachers and administrators to implement a new SAT program

#### Program Clinician, Ironwood Maine, Morrill, Maine. January 2011- Dec 2011

- Created, implemented, and assessed mental health treatment for residents at a residential treatment center.
- Worked with residents and their families both in individual and group therapy sessions.
- Participated in supervision to seek professional guidance

#### Clinical Coordinator, KidsPeace, Manchester, Maine. September 2010-Dec 2010

- Met the needs of children and their families surrounding mental health issues.
- Created and maintained positive relationships with the families while creating and following treatment plans.

#### BHP/ Clinical Intern, Kidspeace, Manchester, Maine. September 2009-September 2010

- Required professionalism, sensitivity to the diverse needs of families, punctuality, and organization.
- · Completed progress notes and participated in supervision on a weekly basis.
- Gained experience writing treatment plans and diagnosing clients.

#### Guidance Counselor Intern, Medomak Middle School, Waldoboro, Maine. Fall 2008-Spring 2009

- Worked with students on an individual and group basis.
- Collaborated with my supervisor on program planning.

#### Math/Science Teacher, Medomak Middle School, Waldoboro, Maine. 2006-2009

- Taught math and science to two groups of students consisting of approximately 20 students each as well as met the current requirements of the curriculum.
- · Looping was part of the position and allowed for added relationship building
- Active in many other venues in the school community.

#### Third Grade Teacher, Appleton Village School, Appleton, Maine. 2003-2006

- Responsible for the education of the students in my classes.
- Taught language arts, social studies, math, and science all the while maintaining positive relationships with colleagues, parents, and the community.

#### **SKILLS**

- · At ease working with students and families in a variety of settings
- Able to effectively assess a student's needs and plan course work accordingly
- · Able to form and maintain positive relationships with others
- · Experience working with students from diverse backgrounds and needs
- · Able to effectively communicate both in verbal and written form



#### JOB DESCRIPTION

Job Title:

Passages Teacher

Supervisor:

Passages Program Director

#### **Job Overview**

Passages Teacher administers the Passages curriculum of 24 core skills and the final Passage project to enrolled students; meets weekly and maintains contact with students via home visits, electronic communication and by phone; educates through a social justice lens utilizing individualized learning plans developed in collaboration with the student to meet their learning needs; uses adaptive teaching methods and strategies, as needed, for each student; works collaboratively with the Passages staff to address the needs of the program and the Schools; researches, practices, assesses, and shares proven teaching strategies and/or practices with school colleagues; assists in creating and maintaining a proven current curriculum that addresses the educational needs of teen parents/students; updates, maintains, and provides evidence of student learning in their official student record. Passages Teacher has reliable transportation and is willing to provide transportation for students as needed.

**Wayfinder Schools** offer relational learning programs that transform the nature of a high school education by providing students with the skills and experience necessary to discover their strengths, connect with their families, practice personal responsibility, and contribute to their communities, and which culminate in awarding a high school diploma from the State of Maine.

#### Job Requirements

#### QUALIFICATIONS

Passages Teacher has a passion for working with non-traditional students; familiarity with Relational Education, Restorative Justice, Nonviolent Communication, and Learner-Centered Teaching practices; experience creating Individualized Education Plans, using adaptive teaching strategies based on strengths-based and multiple intelligences teaching models; and the ability to teach in home settings and/or in all manners of locations. Reliable transportation is required.

Passages Teacher may have child rearing, social work, and/or counseling experience. Passages Teacher possesses excellent computer skills with proficiency in both Mac and PC environments and with databases.

#### **JOB DESCRIPTION** (continued)

Passages Teacher

**Personal Qualifications:** Passages Teacher inspires enthusiasm, trust, interest, and engagement in student's own learning, and has a respectful, non-judgmental, and supportive instructional style. Passages Teacher is patient, compassionate, humble, personable, warm, and kind; possesses self-confidence, leadership skills, and a sense of humor; is a collaborator and team player; is responsible and demonstrates maturity in interactions with students, family members, staff, board members, and others; and is willing to work outside of assigned duties as needed.

#### **Educational Requirements**

Bachelor's or Master's degree with teacher certification or working toward certification, or

3-5 years of classroom teaching in alternative education

#### **Job Requirements**

- Maintain assigned student caseload, which may increase or decrease during transition of graduates and incoming students;
- Maintain individualized students records, progress reports and other reporting requirements as needed:
- Meet weekly and maintain progress with enrolled students;
- Develop individualized student learning plans for each student;
- Utilize a variety of learner-centered teaching strategies which honor different learning styles, build self-confidence and taps into students' multiple intelligences;
- Provide transportation as needed for students and the program;
- Be willing to help out beyond the academic arena as needed with students within reason. May
  include but not limited to attend case management meetings, court appointments, doctor
  appointments or other needs of the students;
- Participate in and help plan weekly Passages staff meetings;
- Meet regularly with supervisor;
- Participate in fundraising events on behalf of Passages and the Schools as needed and/or requested;
- Attend continuing professional development courses as required and provided by Wayfinder Schools.
- Any other duties as assigned.

Ann Marie Brown

PO Box 174

148 US Route 1

Pembroke, Me. 04666

Prior to September 23, 1995 Ann Marie Morgan

# **Education:**

Washington Academy High School, East Machias, ME 1992

University of Maine at Machias (Fall 92 - Fall 93)

Washington County Community College, Associate of Science, General Technology

Hold Education Technician III certification.

# **Experience:**

Wayfinder Schools, Passages Program, Teacher: a home-based high school degree program for pregnant and parenting teens.

B&A Transport, 1-95-present, Co-owner/Bookkeeper including account receivable/accounts payable/payroll

Washington Academy 9-15-present Attendance coordinator/Secretary to Athletic Director/Substitute Bus Driver

Calais High School 2011-present Substitute Teacher in the area of Life Skills one on one/ Biology/ English/ History/Algebra

AOS 77 2004-present full time bus driver and presently substitute bus driver for Pembroke/ Perry/ Eastport/Charlotte

Edmunds Consolidated School 3-05- 6-06 Janitor/Bus Driver

Irving Oil Corporation 8-96-4-97 Branded Fast Food Manager Morgan Truck and Auto 1-98-5-02 Parts counter clerk/Accounts Receivable

Pembroke Irving 6-92-8-96 Manager

### References:

Matt Clark previously Principal at Calais High School currently principal of Ellsworth High School 667-4722

Kathy Lawrence Previously Transportation Director at AOS 207 214-2414

Susan Woodman owner of Pembroke Irving and Morgan Truck and Auto 726-3981

Tim Reynolds Assistant to the Assistant Head Master at Washington Academy.

# Philosophy of Education:

As an educator, mother and community member, I believe my philosophy and teaching styles will change throughout my teaching career and I want to remain receptive to suggestions and open for improvement. Teaching young men and women to achieve goals and empower themselves is very important to me and our community. It will be full of challenges, frustrations, and responsibilities. However, it is a task that is also full of excitement, marvel, and empowerment. I strongly believe that all men and women are capable of learning and need to be aware of the opportunities and choices that they are capable of achieving in their future. I want to help them achieve this by giving them motivation, inspiration, and direction. It is my responsibility to relate to my students and push them to reach their full potential. It is my duty to see that my students are setting goals and attaining them. My students deserve my full attention in regards to their education. I want to create an atmosphere for my students, which are creative, positive, empowering, and safe. I want to create an environment that my students believe in themselves, feel motivation and can leave stronger than when they arrived. Emotionally, physically, and socially, I want them to feel like they can do it all.

It is important to me that my students, as well as their parents, friends, other teachers, administrators, and people in our community, see me as someone that they can approach, who is fair and nondiscriminatory. This program is important to me so that men and women feel empowered, can be independent

and feel comfortable with themselves as young parents. This is not a mistake that this is life and there are many choices that can make them an inspiring part of our community. I want my students to be able to empower their own children with what they take away from our class time. I want them to learn that being involved in the community is very enlightening. I believe that a high energy level and a positive attitude are two key elements in this job. I also believe that sharing my life experience with these students and being able to get on their level is also key to a successful future. I want my students to celebrate their achievements and to be successful throughout their life. Having dreams and attaining them with hard work is not only normal, but possible. Feeding their mind, body, and souls with knowledge will make them a force to be reckoned with. I want them to leave our environment in the classroom and create an environment for their family to flourish and be proud of.

This program is a great opportunity to teach these young adults self-esteem, self-motivation, and self-image. I want them to always consider self-worth and be a contributing member of their community.

Cynthia H.
Stevenson
902 Old Route 1
Waldoboro,
Maine 04572
207-790-0253
cindys@wayfinderschools.org

#### Objective

Seeking a position that utilizes and enhances my background in health education, human development and healthy choices.

#### Education

September 2008 The Nephrology Nursing Certification Commission, New Jersey, Certified Clinical Hemodialysis

Technician

April 2001 New York Chiropractic College, Seneca Falls, NY. Chiropractic Clinical Ancillary Services.

**Certified Chiropractic Assistant** 

May 1989 University of Maine, Orono, ME. B.S. Family Life/Health Education

May 1985 University of Maine, Farmington, ME. A.S. Dietetic Technology

#### Experience

#### January 2013- Present Passages Teacher, Wayfinder Schools, Ed. Tech III Certification

Maintain student caseload of no more than 10 students,keep student records and progress reports updated as required,develop individualized student learning plans,utilize a variety of learner centered teaching strategies,provide transportation as needed for students and the program,meet weekly and maintain progress with enrolled students. Engage students through a social justice lens to encourage and respect.

September 2008-January 2013 Certified Clinical Hemodialysis Technician, Damariscotta Dialysis
Responsibilities included providing Hemodialysis to multiple patients simultaneously. Monitor patient condition
constantly and implement appropriate measures as needed. Assess patient and family understanding of disease
processes, treatment options, nutrition/lifestyle choices and their consequences. Provide patient and family education
as needed.

September 2000-August 2008 Chiropractic Assistant, Waldoboro Chiropractic-State of Maine licensed: Responsibilities included providing patient education and physiotherapy. Collect patient history, manage patient flow through treatment facility and accurate record keeping.

**April 1993-September 1999 Board Member, Eastport Health Center:** As a board member I served on the Quality Assurance Committee; planning health fairs and wellness activities as well as sharing parental perspective in regard to family health needs in the community.

#### Additional Education/Conferences

June 2016-UNE-School of Social Work-Understanding the Brain:Building Connection in Families(6 contact hours)
March 2016-Bates College- Gender Diversity in Schools-(6 credit Hours)
April 2015 and April 2013-Thomas College-Literacy Convention (14 contact hours)
August 2013-University of Machias- Poverty Institute (18 contact hours)
October 2013-University of Maine-Communities in Action Symposium(0.6 CEUS)

Fern	Hilyard	
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16 High Street, Pembroke, ME 04666 207-726-5832 / fhilyard@hotmail.com

#### Education:

Gotham Writers Workshop, New York, NY (Winter, 2012)

Children's Book Writing

Washington County Community College, Calais, NE (2001 - 2003)

Liberal Arts/Education

University of Maine at Machias, Machias, ME (1999 - 2000)

Liberal Arts/Education

Art Institute of Philadelphia, Philadelphia, PA (1983 - 1984)

Graphic Design

Temple University, Philadelphia & Ambler, PA (1978 - 1980)

Liberal Arts/ Horticulture

### Experience:

Wayfinder Schools - Passages, Washington County, ME (2012 - Present)

Teacher, grades 9-12

Edmunds Consolidated School, K-8, Edmunds, Waine (2007-2012)

Special Ed - Ed. Tech. III, Technology Coordinator, Summer School Tutor

Tides Institute & Museum of Art, Eastport Maine (Summer 2011-2014)

Museum Docent

Winant and Clayton Volunteers, London, UK (Summer 2009)

Mosaic Clubhouse, Psychiatric/Horticultural Rehabilitation

Machias Valley News Observer, Maine (2006-2007)

Graphic Designer

Pembroke Elementary School, Maine (1998-2006)

SpEd - Ed. Tech. III, Gifted/Talented (Gr. 7/8 Literature), Afterschool Art & Writing

Pembroke, Charlotte & Perry Elementary Schools, Maine (2000-2002)

Art Instructor

The Quoddy Tides, Eastport, Maine (Winter 2005-06)

Copy Editor

Classroom Connections, (Dr. Anne Davies), Courtenay, BC, Canada (2002-04)

Educational Research Assistant

Wide range of Professional Development Training, (1998-2016)

General Education, Social, Health, Technology, Assessment, G&T, Differentiation

Sunrise County Home Care, Machias, ME (1998)

Home Health Care Worker

Fern Hilyard

16 High Street, Pembroke, ME 04666 207-726-5832 / fhilyard@hotmail.com

References:

Martha Kempe (Wayfinder Schools, Passages Director)
Camden, ME 207-236-3000 / marthak@wayfinderschools.org

Marty Livingstone (Edmunds Consolidated School, Principal, retired)
East Machias, ME 207-255-8592 / martyliv@hotmail.com

Kristin McKinlay (Tides Institute & Museum of Art, Director of Exhibitions) Eastport, ME 207-853-4047 / kmckinlay@tidesinstitute.org

Paula Smith (Pembroke Elementary School, Principal, retired) Owego, NY 607-223-4257 / psmith42@stny.rr.com

Anne Davies, Ph.D (Classroom Connections International, Director)
Courtenay, BC, Canada (250) 703 2920 / anne@connect2learning.com

JOYW.IKNOWLTON⊞POBox⊠68,Damariscotta,lMaine04543□
(207)เ380เ2715 <u>IIIjōy.knowIton@gmail.com</u> □
Professional Summary: □
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Justicefo 125 Tresidents at the Maine Coastal Regional Reentry Center in Belfast, Maine. □
☐ Instructor, (AOS)93/ Central Lincoln County (Adult Education: (2006) (2013 ☐
Provided adult students with writing instruction and preparation for the entire CED
examination.
Educational Technician, Bristol Consolidated School: 2006 2009
Provided instruction to identified students and support in classrooms, K.B.
□
Program@nd™olunteerManager,BigBrothersBigSisters@fMidcoastMaine:□
2001 [2004]
Managed cases of volunteer and vouth matches, provided fraining to volunteers, organized □
fundraising@vents.
Instructor,@rades᠒and৪,SouthBristolSchool:19901999@aught@iteratureand□
Languagerarts, Social Studies, Mathematics, and Science in amulti agerassroom. □
Education: □
University@fSouthernMaine,Gorham:IK®MaineTeacher's@ertification□
KisiMaineTeacher's Certification, 1989
College of the that ic, that there is a substitution of the that ic, the college of the the college of the the college of the the college of the the college of the the college of the the college of the the college of the the college of the the college of the

#### MEGAN K. SHEA

695 Five Islands Rd. Georgetown, ME 04548 (267) 324-7907 mkshea3@gmail.com

#### **EDUCATION**

Simmons College, Boston, MA

Master of Arts- Teaching, English Language Arts

(Jan 2014)

Messiah College, Mechanicsburg, PA

Bachelor of Arts-English

(May 2006)

Urban Studies Semester: Temple University-Philadelphia, PA

(Fall 2003)

#### LICENSURE

Maine Provisional- English (Level: 7-12)

Massachusetts Initial- English (Level: 5-8, 8-12)

#### TEACHING EXPERIENCE

Wayfinder Schools- Passages Program, Southern Maine Teacher

(Oct '14-present)

- Independent school with focus on students at risk of non-completion
- Works alongside pregnant and parenting teens seeking high school diplomas
- Weekly in-home visits for class meetings
- Regular contact through email, phone calls/text messages, Google Docs sharing
- Facilitates transportation to the library, DMV, DHHS, etc. as needed by student
- Training in sexuality education, domestic violence awareness, adolescent development
- Facilitates quarterly workshops for students and their children
- Member of three different students' independent project advisory team
- Connects with and plans meetings with area care providers for student referrals
- Delivers presentations about program to local public schools and social service agencies
- Copyedits quarterly newsletter
- English Language Arts curriculum revision and development

# Boston Latin School, Boston, MA

(Sept-Dec '13)

- **Practicum Teacher** 
  - Developed and executed lesson plans for four sections of seventh grade reading
  - Supervised seventh-grade homeroom
  - Developed a 15-day unit plan for John Steinbeck's *The Pearl*, including arts integration
  - Integrated Common Core State Standards into learning outcomes for all lessons
  - Developed and implemented plan to increase student's executive functioning skills
  - Academic tutor for several students in reading comprehension during prep periods
  - Revised existing summative and formative assessments
  - Attended and actively participated in weekly grade-level team planning meetings, parentteacher conferences and beginning of year Open House
  - · Chaperoned and helped facilitate field trips, including Boston's Museum of Science

#### Cambridge Montessori School, Cambridge, MA Substitute Teacher/Summer Camp Lead Teacher

(Jan-Aug '13)

- Primary School substitute teacher (Children ages 3-6)
- Lead teacher for summer program
- Facilitated daily schedule (singing, reading, naps, lunch, activities)
- Assisted on weekly field trips and swimming chaperone
- · Upheld Montessori core beliefs of personal independence and social responsibility

# TYWLS at Rhodes, Philadelphia, PA 7th Grade Teacher

(Jan-June '08)

- Recruited and trained by the Philadelphia Teaching Fellows to work in high-needs and at-risk urban school
- Filled vacancy in a science classroom; created and executed lessons that focused on literacy using content-based nonfiction, as per principal's request

#### RELATED EXPERIENCE

Assistant Manager, The Mustard Seed Bookstore, Bath, ME

(Feb '15-present)

- Curates and purchases back stock and new books of all genres
- Specialist in children's and young adult literature
- · Primary book reviewer for website
- Floor sales representative providing premiere customer service
- Store representative at trade shows, bookseller conventions, after-hours store events

#### Guide, True North Wilderness Program, Waitsfield, VT

(Feb-April '14)

- Seasonal wilderness guide at therapeutic program for adolescents with emotional and behavioral challenges, including autism spectrum disorder
- · Ensured emotional and physical safety while living in the backcountry
- · Monitored and communicated client progress in meetings with clinical staff

### Nanny, Snead-Hamrick Family, Asheville, NC

(Jan-Aug '12)

- · After school and full-time summer caretaker for two girls, ages 12 and 9
- Transported girls from school to extra-curricular activities
- Assisted with homework and planned daily schedule
- · Encouraged summer literacy through visits to the library and daily reading

# Guide/Instructor, Four Circles Recovery Center, Horse Shoe, NC

and SUWS of the Carolinas, Old Fort, NC

(2010-2011)

- Wilderness guide at therapeutic backpacking program for young adults with behavioral, mental health, and substance use disorder challenges
- · Mentored clients individually as well as led small groups sessions
- Monitored and communicated client progress in meetings with clinical staff
- Responsible for client medication administration
- · Ensured clients' physical and emotional safety
- Transported clients to regular 12-Step meetings and service projects
- Adhered to Leave-No-Trace guidelines while in the backcountry

Instructor, The Ashokan Center, Olivebridge, NY

(2009-2010)

• Outdoor educator for grades 3-7 in New York's Hudson Valley

- Developed and taught classes in living history, ecology, natural history, team-building/initiatives, artisan crafts, canoeing, hiking
- Responsible for student welfare during their multi-day stay at residence campus

#### **SKILLS**

Language: Basic Spanish

Other: Adult and Child CPR/AED, First-Aid, Suicide Prevention Gatekeeper, Youth Mental Health First-Aid, Nonviolent Crisis Intervention, Leave-No-Trace Trainer

#### PROFESSIONAL DEVELOPMENT

BBush Foundation for Family Literacy Annual Conference, Waterville, ME	(Mar 2016)
Ensuring Safe Spaces for LGBTQIA Teens, Lewiston, ME	(Mar 2016)
Introduction to Motivational Interviewing, Portland, ME	(Dec 2015)
MWPA's Book Review Writing Workshop, Portland, ME	(Nov 2015)
Comprehensive Sexuality Education Conference, Augusta, ME	(April 2015)
High Risk Adolescent Prevention, Auburn, ME	(Nov 2014)
Visual Thinking Strategies (VTS) Training, Boston, MA	(Oct 2013)
ELLs in the General Ed Classroom, Simmons College	(Spring 2013)
Boston Globe-Horn Book Awards, Simmons College	(Oct 2012)
Wilderness First Responder Training and Certification, SOLO Schools	(Nov 2011)

# Stephanie Whiting

9 Whitmore Drive Windham, ME 04062 Cell 207-939-3979 smwhiting68@gmail.com

EDUCATION	
M.S., Education, Applied Literacy Concentration University of Southern Maine, Portland, Maine	August 2007
Extended Teacher Education Program (ETEP) University of Southern Maine, Portland, Maine	May 2006
Early Childhood Education Certificate Program Andover College, Portland, Maine	May 2003
B.S., Business Education Johnson & Wales University, Providence, Rhode Island	May 1990
CERTIFICATION AND TRAINING	
Completed Career Development Facilitator Training through NCDA State of Maine Business Education Endorsement (640) K-12 State of Maine Literacy Specialist Endorsement (092)	June 2014
TEACHING EXPERIENCE	
Passages Program Lead Teacher Wayfinder Schools New Gloucester Maine	2012-Present

Wayfinder Schools, New Gloucester, Maine

- Manage a caseload of 6-10 teen parents who are at risk of not completing high school and are between the ages of 15 and 21.
- Work closely with students who have achieved senior status to develop a post secondary transition plan.
- Meet with students on a weekly basis to provide direct instruction and support with academics, as well
  as parenting and life skills.
- Work with students to create personal, relevant lesson plans that will help them to discover their strengths, practice personal responsibility, and contribute to their communities.
- Build trusting, supportive, and resilient relationships with students who come from diverse backgrounds.
- Assist students with developing individualized learning plans that outline their personal and educational goals.
- Model parenting techniques, in order to build and strengthen parent/child relationship.
- Inspire enthusiasm, interest, and engagement in student's own learning.
- Plan and coordinate monthly workshops for students.
- Act as a liaison between my students and their community resources in order to meet individual needs.

Title 1 Literacy Teacher

2008-2012

#### Grade 1-4

Songo Locks School, Naples, Maine

- Managed a caseload of 20 first-third grade students who qualified for Title 1 literacy support.
- Used the Developmental Reading Assessment (DRA2) and the Names Assessment to evaluate students and planned differentiated instruction to address individual needs.
- Provided direct literacy support and instruction to Title 1 students, using Leveled Literacy Instruction (LLI), to support their growth toward meeting standards.
- Met and consulted with grade level teachers to discuss student progress and plan appropriate instruction.
- Built partnerships between home and school through frequent communication, participation in parent/ teacher conferences, and school-wide family events.
- Assisted Literacy Coach with teacher trainings.

Literacy Teacher, One year position

Grades 6-8

Gorham Middle School, Gorham, Maine

- Utilized the Scholastic Read 180 Intervention Reading Program to meet the needs of struggling readers.
- Used Scholastic Reading Inventory (SRI) data to plan instruction and monitor student growth.

Modeled in class literacy lessons to support content area literacy.

Participated in an English Language Arts Curriculum Review Committee.

 Presented literacy workshop focusing on comprehension strategies for GMS staff during a Professional Development day.

Long Term Substitute Literacy Teacher

2006

Grades 6-8

Gorham Middle School, Gorham, Maine

- Utilized the Scholastic Read 180 Intervention Reading Program to meet the needs of struggling readers.
- Used Scholastic Reading Inventory (SRI) data to plan instruction and monitor student growth.

Student Teacher

200

Grade 2

Narragansett School, Gorham, Maine

- From day 1 responsible for all aspects of classroom management, instruction, and assessment in Mentor Teacher's absence, for an extended period.
- Planned Guided Reading groups to incorporate the five areas of concentration (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension).
- Conferenced with students to assess Fall reading goals and to discuss new goals for the Spring.
- Designed, taught, and assessed a two week integrated unit on Weather that was aligned with the Maine State Learning Results (MLR).
- Implemented, modified, and assessed an Investigations math unit called Adding up to 100.

Student Teacher/Science

2005

Grade 6

Gorham Middle School, Gorham, Maine

- Designed, taught, and assessed a two week science unit on Landslides that incorporated technology and was aligned with the Maine State Learning Results (MLR) as well as local standards.
- Developed cooperative learning experiences for all classes by allowing students to work in small groups during Landslide unit so they would learn how to identify and perform roles necessary to accomplish group tasks (Gorham School District standard).
- Planned and presented a literacy activity called Textmapping-a pre-reading activity that teaches students how to access information effectively in non-fiction text.

Title 1 Literacy Education Technician

2004-2005

Songo Locks School, Naples, Maine

- Managed a caseload of 20+ first grade students who qualified for Title 1 literacy support.
- Assessed students' current reading level with a Developmental Reading Assessment (DRA).
- Provided direct literacy support and instruction to assist students with developing the strategies, confidence, and skills they needed to grow as readers.
- Co-taught a first grade literacy block, offering additional guidance and support to the children who were not meeting grade level expectations.
- Created Literacy Work centers within the classroom where students worked together using differentiated instruction materials to expand their literacy skills.
- Participated in a teacher study group in which we were engaged in ongoing professional conversations to help our students become lifelong readers.

Preschool Teacher

2002-2004

A Child's World Preschool- Accredited by NAEYC's National Academy of Early Childhood Programs Windham, Maine

- Successfully created a developmentally appropriate learning environment that encouraged and motivated all students to realize their maximum potential.
- Developed a focused portfolio for each student, to track his or her social, emotional, intellectual, and physical growth throughout the year.
- Held conferences with families to discuss the progress and development of their child.

#### ADDITIONAL EDUCATIONAL EXPERIENCES

#### Practicum in Literacy Instruction

Summer 2006

- Determined each student's stage of literacy development by administering the Informal Assessment of Reading (IAR).
- Used information from IAR to develop an Instructional Plan that included goals and various methods of instruction to be delivered to students who were transitional stage readers.
- Applied application of research-validated teaching in a supervised setting.
- Evaluated student progress and developed recommendations for further instruction.

Early Childhood Education Practicum 2, A Child's World Preschool, Windham, Maine

Spring 2003

Planned and implemented a developmentally appropriate curriculum for 4 and 5 year old children.

Early Childhood Education Practicum 1, Andover College, Portland, Maine

Fall 2002

 Visited several early childhood education classrooms to observe teacher-student interaction, as well as the classroom environment.

Student Teacher, Hope High School, Providence, Rhode Island

Spring 1990

- Completed over 200 hours of hands-on teaching in an inner city high school.
- Collaborated with supervising teacher to plan, prepare, and organize lesson plans for business courses.
- Established a strong rapport with at risk students that supported their motivation to learn.

#### COMMUNITY SERVICE

Volunteer, Windham Primary School, Windham, Maine

Spring 2008

Assisted second grade teacher with math centers during Everyday Math block.

Volunteer, Windham Primary School, Windham, Maine

1999-2004

- Helped students with classroom work.
- Assisted teachers with classroom activities.
- Supervised students on field trips.

Volunteer, Celebrate Families, North Conway, New Hampshire

1996-1997

- Provided support and assistance to first time young parents, through weekly at home visits.
- Volunteer, Maine Youth Center (currently Long Creek Youth Development Center) South Portland, Maine

1990-1992

 Mentored at-risk youths, providing a caring responsiveness, acting as a role model for their behavior and motivating them to set goals and work towards achieving them.

#### Dana Kathleen Fadel

91 Congress St #1 Portland ME 04101 cell: (502) 262-1726//fadelda@gmail.com

Bachelor's Degree: African and African American Studies, Earlham College—Richmond, Indiana Planned Parenthood League of Massachusetts Sex Ed Certification Training July 2013 http://danafadel.wordpress.com

#### Qualifications and Skills

- -Group facilitating and educating
- -Able to develop rapport and trust
- -Skilled at making arrangements for events
- -Motivating others and community organizing
- -Demonstrate sensitivity to personal situations

#### Related Employment History

- Journalist-Portland Phoenix-January 2014-present
  - -Interview Portlanders on topics around sex and sexuality-"In Layman's Terms"
- Educator—LearningWorks—February 2013-May 2013
  - -Facilitate discussions around sex and healthy relationships with sexually active women
  - -Birthwise Midwifery School-March 2013
    - -Lead discussions around examining attitudes and values about sex
- Fundraiser—Maine People's Alliance—August 2011-June 2012
  - -Lead fundraiser for state-wide community action group
- Gardener-Earth and Spirit Center-Spring-Fall 2009
  - -Managed a 13 member Community Supported Agriculture
  - -Lead underserved school groups and volunteers from various backgrounds
- Program Assistant—Kentucky Jobs with Justice—July 2006-July 2007.
  - -Managed office tasks including database and finances
  - -Organized fundraising events and campaign rallies

#### Relevant Experience

- Facilitator Sex of Self, sexuality workshop December 2013-present
  - -Created a workshop series for women and women-identified people to discuss issues around intimacy, body image, pleasure, etc.
- Public Speaker—Planned Parenthood Northern New England—April 2014
  - -Delivered my story about how and why I became a sex educator
- Graduate-Women, Work, and Community New Ventures Business Class-September-December 2013
  - -Successfully completed a 12-week business class that included how to make a business plan
- Scholarship Recipient—National Sex Education Conference—December 2013
  - -Attended workshops and lectures with other sex educators in Newark, New Jersey
- Advocate—Sexual Assault Response Services of So. Maine—April 2013-Present
  - -Trained in advocacy to support survivors and victims of sexual assault
- Educator-The Opportunity Alliance-March 2012-March 2013
  - -Lead discussions with homeless, young parents on relationships and sexual health
  - -Catholic Charities-May 2013
    - -Facilitated discussions on respect and healthy relationships to clients with mental health and drug abuse issues
- Apprentice—Portland Fiber Gallery—November 2009-May 2010
  - -Initiated an apprenticeship to learn fiber arts
  - -Organized a community weaving project involving the Bayside neighborhood
- Peer Educator HIV/Aids American Red Cross, Earlham College September 2002-May 2006
  - -Organized groups to discuss sexual health and education

#### References:

Soni Waterman, Director of Youth Building Alternatives, 207-775-0105, ext. 142 Kellie Ryan, Sex of Self co-facilitator, 207-245-4350 Casey Ryder, PortFiber owner, 207-780-1345

or if those folks are unavailable, try these references:

Nick Schroeder, Portland Phoenix Editor, 207-517-2657 Colin Reid, Local Flames Personal Coaching, 413-834-5150 Gigi Guyton, Regional Manager for Women Work and Community, 207-799-5025

# RESIDENTIAL

Key Business Sunctions of Tram .ctor	Summary of Functions & Expectations		Sub-pi	rocesses within each of t	he Key Operational Func	tion areas;	
Program Management	Work closely with key Wayfinder staff to set the vision and mission of the entire school and its programs. Provide responsible oversight for financial development and performance of Programs.	and improvement of academics, curriculum, and other Program elements such as	planning for the	based teaching practices throughout	'	Track Program status and key metrics such a student counts (in conjunction with Admissions coordinator), tuition agreements, invoices and progress reports to school districts.	administrative team. Attend weekly Administrative Team meetings and represent Program interests.
Supervision of Teachers and Staff	supervision, performance evaluation and termination of Program personnel as needed.	Create the culture, tone and values for all staff to work positively with adolescents in meeting their goals, taking ownership for their learning and contributing to the team.	Design staff development weeks in conjunction with Program staff. Design and foilow through on staff evaluations.	Meet with Head of School and staff weekly in support of supervisory process. Supervise staff and hold regular meetings to facilitate the supervisory process.	for Program personnel files.	Attend staff meetings (Program specific and all-hands).	Oversee mediation of staff grievances and conflicts.
Student Support and Management	guidance, information to teachers, staff, students, parents, as needed	Admissions Coordinator, conduct student intakes, nterviews, follow-up and teacher assignments, with notification to superintendents and caseworkers as equired.	Be available to provide guidance to students as needed.	Oversee staff's completion of student quarterly progress reports	Assist teachers in planning and carrying out student group events as needed.	Support or Oversee graduating students and staff post transition planning.	Plan and implement graduation ceremony in conjunction with teachers and staff.
Public Relations	spokesperson for s Program. li s c d	pokersperson and alson with parents, ending schools,	and/or write about	community agencies and school districts.	events as Program spokesperson as needed.	Development Manager representing the	Serve on Committees in the interest of the organization as time allows.

Program Director Key Business Processes

The Wayfinder Schools Proprietary Information

# Joseph Patrick Hufnagel

PO Box 50, New Gloucester, ME 04260 (207) 701-6854 joseph.hufnagel@gmail.com

#### **PROFESSIONAL EXPERIENCE**

#### Director of Residential Programs

August 2008 - Present

#### Wayfinder Schools, Camden & New Gloucester, ME

Direct an alternative, residential high school program that assists teenagers at risk of high school non-completion with acquiring work experience, achieving academic proficiency, developing independent living skills, and earning a high school diploma. Program based on restorative practices, positive youth development, expeditionary learning, and relational education. Responsibilities include:

- § Overseeing functioning of two separate campuses in Camden and New Gloucester, including admissions, community-building, compliance with state and federal regulations, facilities management, crisis management, and communication with parents, sending schools, collaborating agencies, donors, and grantors
- S Developing progressive and interactive curriculum in line with Common Core Learning Standards that encourages experiential learning, embraces learner-centered teaching strategies, and incorporates a variety of assessment tools
- S Guiding students from admissions to graduation using restorative practices to resolve conflicts and collaborative strategies to ensure that graduation requirements are being met
- § Training, guiding, and overseeing staff's implementation of restorative and strength-based practices
- S Hiring, managing, and supervising staff of 20+, while cultivating a culture for staff to work positively and effectively with adolescents in meeting their goals, taking ownership for their learning, and contributing to team
- § Working together with administrative colleagues to prepare and manage annual program budget ranging from \$250,000 to \$760,000 and serving as the Residential Program fundraising liaison
- S Collaborating with administrative team and Board of Directors to deliver vision and mission of the the school
- S Serving on various administrative and Board-involved committees including Strategic Planning (2008-Present) and the merger between The Community Schools and Opportunity Farm (2010-2012)

# The Boston Middle School Academy, Dorchester, MA September 2006 – June 2008 Held administrative and teaching positions at an alternative, referral-based middle school within the Boston Public School system.

- § Social Studies Teacher: Taught three social studies curriculums to students in grades six to eight
- S Director of the first ASAP (After School Action Program): Created and implemented program design, supervised staff, managed budget, and provided academic and extracurricular enrichment
- § Co-Coach of Basketball, Football, Chess, and Spelling Bee Teams: Founded first school teams and integrated teams into an interscholastic league
- S Elected Member of the School Side Council: Served as the teacher representative of a collaborative school committee dedicated to improving communication between parents, teachers, and administrators, as well as to developing effective relationships with the community
- § Recycling Coordinator: Organized school and community recycling efforts, winning 1st place out of all Boston public middle schools, earning \$1,000 prize used for school's first overnight field trip in Crawford Notch, New Hampshire
- § Project Respect Coordinator: Served as liaison with the Regional Director, promoted program goals of increasing tolerance and respect among students, and made presentations to staff

#### Nantucket New School, Nantucket, MA

August 2002 - June 2006

Held administrative and teaching positions at a private school with approximately 115 students.

- § Head of the Upper School Supervised upper school staff, facilitated bi-weekly staff meetings, coordinated weekly guest speakers, and worked in collaboration with administrative team to problem solve, plan, and address school-wide concerns
- § Teacher Designed and implemented social studies, Spanish, health, and physical education curriculum for grades K-8; ran weekly all-school meetings
- S Athletic Director Created school-wide physical education program and annual Field Day
- § Student Council Staff Liaison Formed Student Council, which aimed to provide enrichment opportunities in three specific areas: global outreach, on-island activism, and school spirit

- § After School Director Established program and worked with parents to meet student needs
- § Peace Garden Designer-Proposed, designed, and helped to plant an interactive peace memorial garden on school grounds that has since been integrated into the science curriculum

#### **TEACH FOR AMERICA**

The IDEA Academy, Donna, TX – Math Teacher/Basketball Coach
B. Garza Intermediate School, Weslaco, TX – Special Education Teacher
Nikki Rowe High School, McAllen, TX- Special Education Teacher
Sept. 2001-May 2002
Sept. 2000-May 2001
Sept. 1999-May 2000

#### **EXPERIENTIAL LEADERSHIP POSITIONS**

Trekkers, Tenant's Harbor, ME – Trip Leader
Exploration Summer Programs, Southborough, MA - Dean
Strong Wings Adventure School, Nantucket, MA – Instructor
Canadian Outward Bound, Thunder Bay, Ontario – Instructor
Thompson Island Outward Bound, Boston, MA - Instructor

Summers '06, '07 Summers '04, '05 Summer '03 Summer '02 Sept. 1998-May 1999

#### **VOLUNTEER EXPERIENCE**

- S Member of the Coastal Counties Workforce Solutions Youth Council, 2010-Present
- S Christmas in the City, a Boston-based holiday event benefiting homeless families, 2006-2007
- Founding member of One World Arts, a community-based organization on the island of Nantucket aimed at promoting cultural diversity, global awareness, and spiritual understanding through the arts, 2002-2006
- S Organized gift and food drives and provided tutoring for the children of La Casa Amparo a la Mujer, a girl's orphanage in Reynosa, Mexico, 1999-2001
- S Provided experiential learning opportunities for residents of local orphanage, built a structural addition to a school, organized community outreach efforts, and tutored a 14-year-old gunshot victim in collaboration with a humanitarian foundation in Santa Ana, Costa Rica, 1998

#### **EDUCATION**

#### University of Texas, Pan American, Edinburgh, TX

May 2001

- § Served 2-year commitment with Teach for America working on the Texas-Mexico border
- § Completed Accelerated Teacher Certification Program for K-12 Special Education
- S Obtained Texas Provisional Generic Special Education Certification and Texas Standard Sec/Political Science (6-12), 2001

#### Lesley College, Cambridge, MA

May 1998

- § Received M.S. in Environmental Studies
- § Traveled with the Audubon Expedition Institute across North America
- § Fulfilled teaching practicum in Costa Rica at a school for emotionally and behaviorally disturbed adolescents

#### Boston College, Chestnut Hill, MA

June 1994

- § Received B.A. in Political Science
- S Worked in Senator Edward M. Kennedy's office as a constituent case worker

#### **ADDITIONAL LICENSES/CERTIFICATIONS**

- S CPR & First Aid Certified, 2016
- § Gatekeeper Suicide Awareness and Prevention Training, 2015
- § Massachusetts Educator's Preliminary Licensure, History 5-8, September 2006
- § Massachusetts Test for Educator Licensure in History & Communication/Literacy Skills, 2001
- § Water Safety Instructor (WSI) & Certified Lifeguard, 1998
- S Wilderness First Aid (WFA) & Wilderness First Responder (WFR), 1997

#### **AWARDS**

- S Recipient of Commissioners Recognition Award, Department of Education, State of Maine, 2012
- S Recipient of The Shining Star Award, Boston Middle School Academy, 2008



#### JOB DESCRIPTION

Job Title:

Campus Director

Program:

Residential

Supervisor:

**Director of Residential Programs** 

#### Job Overview

**Campus Director** is responsible for the daily management of the Residential Program in coordination with the Director of Residential Programs.

**Wayfinder Schools** offer relational learning programs that transform the nature of a high school education by providing students with the skills and experience necessary to discover their strengths, connect with their families, practice personal responsibility, and contribute to their communities, and which culminate in awarding a high school diploma from the State of Maine.

#### Job Requirements

#### QUALIFICATIONS

Campus Director has a genuine desire and proven ability to work effectively with at-risk teenagers; familiarity with Relational Education, Restorative Justice, Positive Youth Development and Strength-Based practices; experience in clinical, social work and/or expeditionary settings, and/or secondary teaching experience; experience implementing adaptive, learner-centered teaching approaches and multiple assessment strategies; and the ability to lead by example, with capacity to provide leadership that empowers others and guides a team of students and staff members toward the achievement of common values and goals.

Campus Director is highly organized and detail oriented, and has excellent presentation, communication and writing skills. Skilled at problem solving, Campus Director is capable of handling stress and managing crisis situations. Campus Director possesses excellent computer skills with proficiency in both Mac and PC environments and with databases.

#### JOB DESCRIPTION (continued)

**Personal Qualifications:** Campus Director inspires trust, interest, and engagement in student's own learning, and has a respectful, non-judgmental, and supportive style. Campus Director is patient, compassionate, humble, personable, warm, and kind; possesses self-confidence, leadership skills, and a sense of humor; is a collaborator and team player; is responsible and demonstrates maturity in interactions with students, family members, staff, board members, and others; and is willing to work outside of assigned duties as needed.

#### **Educational Requirements**

Master's degree, or bachelor's degree with direct experience in educational program management

#### **Job Requirements**

- Help to cultivate a welcoming learning environment that aims to meet the needs of every student and staff member throughout the school year
- Oversee daily campus operations in coordination with Director of Residential Programs
- Consistently implement rules, expectations, policies, procedures, and protocols to ensure a safe and respectful living environment
- Facilitate residential staff meetings and community circles with the intent to respectfully synthesize information, address common values, respond to concerns, resolve conflicts, empower individuals to engage and contribute, provide updates, and guide the group decisionmaking process
- Act as liaison and primary point of contact in coordination with Director of Residential Programs
  to legal guardians, sending school districts, social service agencies, career exploration site
  supervisors, volunteers, and a variety of other community resources
- Ensure that all graduation requirements are being met
- Assist teachers with academic goals and post-graduation planning
- Document significant incidents, concerns, and observations
- Oversee the management of prescribed medications
- Manage and actively contribute to online staff log
- Serve as primary liaison between staff, student, parents, teachers and volunteers
- Assist with the planning and facilitation of all crew experiential learning expeditions
- Serve as key point person in coordination with the Director of Residential Program during emergencies and their aftermath, to ensure safe and secure program operations
- Work in collaboration with residential staff to organize schedules, ensure adequate coverage, and coordinate student programming
- Participate in school-wide fundraising events
- Work in collaboration with other Wayfinder staff to maintain proper upkeep of school vehicles and building maintenance as needed
- Attend interviews with incoming student applicants
- Assist in establishing a clear, productive, and positive tone during orientation
- Help with hiring and training of new staff members

**Summary:** Creative education and communication specialist with experience facilitating groups as well as one-on-one peer mentoring: a teacher seeking a meaningful, long-term position at a thought-provoking enterprise working to enliven and inspire young adults while building compassion for others and stronger community.

#### Professional Experience:

#### Wayfinder Schools

Residential Campus Director

New Gloucester, ME July 2015 to present

Manage residential staff at the New Gloucester campus to ensure safety and compassion for high school students at risk of non-completion that live on campus. Facilitate one-on-one, large group, and small group conflict resolution. Uphold policy norms and Wayfinder values. Intermediary with student families, counselors, intern supervisors, medical specialists, and other professional services as needed.

#### Creative Arts Coordinator

September 2013 to 2015

Develop and teach a visual arts curriculum at the Wayfinders high school, as well as support the myriad needs that are required by a small staff at a residential boarding school for high school students that have not had success in the public school system and typically labeled "at risk". Through the arts, I work with students to develop trust and confidence in themselves as well as others.

#### **Guitar Doors**

Writing Facilitator

Gorham, ME

October 2012 to July 2015

Guitar Doors is a creative tool for inmates to connect with family members through music education. I facilitate weekly writing groups at Windham Correctional Center working with men incarcerated men on a writing, music writing, and painting project called *Reflections*. We received a \$10,000 grant for this project and just received another \$7,000 grant to expand this project into the women's facility.

Beats & Bars was a program where I collaborated with Guitar Doors to generate story writing. Two years ago I facilitated weekly at Long Creek Youth Development Center, Windham Correctional Center, and Main Stay youth home in Portland. Parents at Windham Correctional exchanged writing with youth at Long Creek and Main Stay. They then created music from the other's stories. We published a book and full length CD, Beats & Bars, the best work from the year.

#### L/A Arts

Auburn, ME

Teaching Artist

September 2014 to July 2015

Teach a weekly poetry class in a English Language Learner classroom for 10-12 grades. Prepare students to compete in the Global Writes Slam Poetry Intranet competition. Did so well that we were invited to NYC for a live poetry slam in the Bronx. Escorted 5 students to the NYC poetry slam, all expense paid.

#### Friends School of Portland

Falmouth, ME

Director of Summer Programs- Summer Day Camp Serving Kids 4-14.

2011 to 2014

An independent school serving kids in preschool through eighth grade, arising from Quaker faith and practice of conflict resolution, action, and contemplation.

flict i	resolution, action, and contemplation.
	Design and direct summer programs for more than 125 students (4-5yrs., 6-9yrs., 10-14yrs.)
	Market programs to prospective campers
	Create multiple programs targeting an expanded demographic for 9-14 year olds- Robotics with Maine
	Robotics, Canoe Building, Movie Making, Improv Acting, Fiber Arts, Creative Writing, Rock and Roll camp with Maine Academy of Modern Music
	Hire, train, and supervise program staff and volunteers
	Ensure health and well-being of all participants and staff
	Develop, implement, and manage all programs and schedules

Gofine13@gmail.com 207-240-0033

Spun	vink Services				
	4	Portland, ME			
Life Coach at Spruce Point  October 2012 to January 201  Working as a life coach for adult males aged 18-27 years old that have been diagnosed on the Autism Spectrum					
Our ge	pals are to develop independent living skills. My expertise comes from using the client of	lirected evidence			
based	practice of Motivational Interviewing.	m colou cyluctice			
	Establish goals and resistances of client and create an action plan				
	Meet for up to 10 hours weekly with clients one-on-one to work towards engagement	and change			
	Be flexible and open to client needs, meeting at client's home, at the gym, go to groot	ervetore sitting in			
	doctor & therapy appointments, sometimes at 7am, sometimes midnight in crisis situ	ations			
	Maintain communication with client family, Spurwink, doctors, therapists	adono			
The To	elling Room	D // / 145			
	the transfer of the same of th	Portland, ME 3 to mid-June 2013			
A nong	profit writing center in Portland, Maine, dedicated to the idea that children and young ad	ulte are notural			
storyte	illers.	uits are natural			
	Coordinate yearlong mentorship program for high achieving English Language Learn	ers from Portland			
	and Casco Bay High Schools. Teach Creative Writing, and collaborate with experts to	create projects			
	with students.	or care projects			
	Teaching Artist working with students in various high schools throughout Portland doi	na multiple 8 week			
	residencies at Portland and Deering high schools, The West School, and extensively	at Casco Bay High			
	School.				
	Taught creative writing residencies for the Alternative Ed. class at Mt.Ararat Middle So	chool in Topsham.			
	Brunswick Middle, Mahoney Middle in South Portland, Lincoln Middle, as well as Eas	t End and Reiche			
	Elementary schools.				
	Collaborate extensively with community non-profits Make It Happen, Learning Works,	Cultivating			
	Community, Rippleffect, and Lots To Gardens to create and execute writing workshop	s.			
	Promote, organize, and present events to benefit the Telling Room				
Creativ	re Writing Teacher	2010 to Present			
reache	r for hire offering a variety of self-designed creative writing programs to children and ad	ults in Maine			
	Beats & Bars-Weekly writing facilitation at Long Creek Youth Development Center, Wi	ndham			
	Correctional, and Main Stay in collaboration with non-profit, Guitar Doorsin progress	since October			
	2012				
	Write On! Creator, implementer, and collaborator of After School programming at Reic	he elementary for			
	4"/5" grade enrichment program, October 2012 through June 2013	,			
	Cultivating Community & Lots to Gardens, Youth Growers workshop February 2013				
	Residency at Mt. Ararat Middle Alternative Ed. Program 2012				
	Cultivating Community Workshop 2012				
	Teaching Artist on Casco Bay Quest with Rippleffect, living on Cow Island while teachi	ng and engaging			
	freshman from Casco Bay High School during the 2010 and 2011Quests.				
	Teaching Artist for S.T.E.M. Residency for Learning Works at The East End School 20	11			
	Visiting Artist for the 2011 Mid-Coast Regional Arts Program, "Discovering Africa"				
	Co-creator and Facilitator of Breathe Write, an adult writing workshop hosted at the Te	lling Room in			
	2011				
Ш	Creative Writing Teacher at Camp Susan Curtis, Stonington Maine 2010, teaching stud	lents ages 8-14			
	Institute of Architecture and Civil Engineering-English	Beijing, China			
English		2004-2005			
A univers	sity educating some of China's brightest minds in civil engineering and architecture.				
	Designed and implemented syllabus for five English classes per week geared toward of	raduate and			
	undergraduate students				
	Provided college students with a foundation for learning English so they could excel in	their chosen field			

P.O. 64 Gofine13@gmail.com 207-240-0033 Gray, ME 04039 Taught English at a Beijing middle school for two classes a week for two semesters Engaged students in learning activities to increase their understanding of the English language Explored Beijing with students to deepen English comprehension. Men's Resource Center of Southern Maine Portland, ME Communication and Event Coordinator 2008-2011 An organization seeking to educate men about fatherhood and other challenges of being a modern man. Coordinated all events Served as communication liaison for press inquiries Received extensive Motivational Interviewing (MI) training and ongoing proficiency monitoring Acted as a peer counselor, both as group facilitator and with individuals Developed a marketing outreach program to connect with social service agencies Pella Windows and Doors Maine and New Hampshire Somersworth, NH Director of Marketing and Communications 1998-2004 Leading expert in the sale and installation of high end, energy efficient windows. Created and managed all aspects of \$400k marketing budget П Developed and executed multi-segmented marketing strategy Managed internal and external communications for a company with 82 employees Established five retail stores in Maine and New Hampshire Responsible for managing all aspects of operation and staff for all stores Achieved an annual growth rate during tenure, 25% in an industry where 5% growth is typical; went from \$6m to \$16 in sales in six years Company received Best Distributor Award from Pella Corporation in 2003, based on a formula of customer service rating, profitability, and growth Education: Stonecoast MFA Program, University of Southern Maine 2011 Portland, ME Earned MFA in Creative Non-fiction П Designed and executed writing lecture for graduate students Drafted a non-fiction book Featured in graduate reading series Published work in Stonecoast Lines Anthology University of Iowa 1995 Iowa City, IA BA in English Training: Health Education and Training Institute Portland, ME 2006 to present Continuously taped and coded for proficiency under the Health and Education Training Institute Advanced Certificate Program for Motivational Interviewing. Attend bi-weekly meeting of advanced practitioners Trained in Motivational Interviewing (MI); Advanced Teaching Motivational Interviewing

Oren Stevens

Skills: Proficiency in both Microsoft Office products & Mac programs, various content management systems, web design, marketing, creative writing, public speaking and presentation, networking and Motivational Interviewing.

In Agencies, Institutions, and Schools, Advanced MI, MI for Groups

# **Activities and Affiliations:**

Member of Playback Theater Improv Acting Troupe since 2013
Member of The Blue Lobster Troupe Community Chorus since 2012
Member of Port Fringe Theater Festival, wrote and acted in Think Like Water at Lucid Stage 2012
Member of Poets Theater of Maine, danced, acted, and sang "The Wolf Song" 2011 at Mayo St. Arts
Member of Vivid Motion Dance Co., danced in "Nutcracker" 2010, "Hollywood Dreams" 2011, both at
St.Lawrence Arts Center

#### JOB DESCRIPTION

Job Title:

Lead Overnight Coordinator

Program:

Residential Program

Supervisor:

Campus Director/Director of Residential Programs

#### **POSITION SUMMARY:**

Point person responsible for the safe and secure operations of the residential program during the evening, overnight, and early morning hours of operation.

#### **QUALIFICATIONS:**

- Bachelor's degree preferred or at least two (2) years of college experience
- Experience working with at-risk youth
- Genuine desire to live in a residential setting with teenagers deemed to be at high risk of not completing high school
- Proven ability to work effectively with non-traditional students
- Crisis management training and/or proven ability to calmly handle potentially stressful situations
- Comfortable helping others deal with stress, maintain/regain perspective, identify and manage crisis situations, and seek additional supports/resources as needed
- Familiarity with Relational Education, Restorative Justice, Nonviolent Communication, Positive Youth Development, and Learner-Centered Teaching practices
- Capable of leading by example, inspiring others, and cultivating a respectful, supportive, and empowering learning environment
- Able to confidently guide group learning experiences and provide individualized instruction as needed
- Capable of consistently reinforcing student accountability and upholding program expectations
- Able to safely transport students in a residential van
- Adept at working collaboratively and as a part of a team
- · Strong communication, facilitation, and writing skills
- Organized and attentive to details
- Willingness to help with tasks outside of assigned duties and go above and beyond the call of duty as needed as part of the Schools' mission and values

#### **PERSONAL QUALIFICATIONS:**

- Solution-oriented, patient, level-headed, and non-judgmental
- Warm, engaging, trustworthy, and personable
- Energetic with a sense of humor

### **KEY AREAS OF RESPONSIBILITY:**

- Be the point person responsible for the safe and secure operations of the residential program during shift
- Facilitate the completion of morning/evening chores, room checks, dinner prep, Independent Study Time, and other residential living routines
- Promptly respond to emergencies, concerns, requests and/or inappropriate behaviors
- Document and communicate significant incidents, concerns, and observations
- Actively engage with each student during each shift
- Clearly exercise discretion and independent judgment
- Independently identify the need for professional counseling services for students, work collaboratively with other Wayfinder staff members to coordinate the outsourcing of services, and communicate as needed with various service providers
- Oversee the administering of all medications for Wayfinder students according to prescribed protocols, procedures and instructions
- Actively read and contribute to online Staff Log
- Check in with other residential staff members with regard to student and program updates at the beginning and end of each shift
- Participate in weekly staff meetings and community circles intentionally designed to promote restorative practices and enable a shared decision-making process
- Participate in all required team meetings and school-wide events
- Serve as a trusted advisor, reliable role model, and steady resource to all Wayfinder students

Work in collaboration with Wayfinder staff and in coordination with the Director of Residential Programs to:

- Consistently implement rules, expectations, policies, procedures and protocols to ensure a safe, healthy, respectful, and inspiring living/learning environment
- Set a clear, productive, and positive tone during orientation
- Cultivate a welcoming learning environment that aims to meet the needs of every student and staff member throughout the school year
- Continuously and collectively figure out new and creative ways to inspire and empower young adults towards higher and deeper levels of self-reflection, personal goal setting, relationshipbuilding, and academic achievement
- Ensure that all graduation requirements are being met
- Organize and facilitate a variety of evening activities, off-campus field trips, volunteer/service projects, and curriculum-enriching learning opportunities with students throughout the term
- Plan and guide three specified All Crew Experiential Learning Expeditions throughout the year
- Oversee the management of academic tutors, volunteers, mentors, guest teachers, and specialty educators
- Maintain, report and seek repairs, as needed, for proper upkeep of school vehicles and facilities
- Organize schedules, ensure adequate coverage, and coordinate student programming
- Communicate with various members of each student's support network on a regular basis
- Consistently provide students with ample feedback, support, and guidance
- Train new residential staff members

207-939-9996 alexk@wayfinderschools.org

#### Education

Seattle Central Community College - Seattle, Washington

January 2011 - June 2013

Unity College - Unity, Maine

August 2005 - May 2007

Waynflete School - Portland, Maine

Graduated 2003

#### Work Experience

Lead Overnight Counselor, Ecology Teacher - Wayfinder Schools, New Gloucester, Maine (Sept 2015 - Present)

- In charge of overnight shifts two nights per week, which include assisting students with homework, life skills, and anything else they require.
- Plan and teach a forestry based Ecology curriculum, in both an outdoor and indoor setting.

Owner - Alexander's Old Tools, Troy, Maine (January 2015 - Present)

Own and operate my own business buying, restoring, and selling antique tools and other related items.

Squash Pollination Crew - Johnny's Selected Seeds, Albion, Maine (June 2016 - Present)

• Work as part of a team to pollinate squash for research trials.

Maintenance Supervisor - Medomak Camps, Washington, Maine (July 2015 - Sept 2015)

• In charge of day-to-day operations of the maintenance crew at Medomak Camps, determined what needed to be done daily, supervised the crew, and assigned tasks.

Overnight Counselor - Wayfinder Schools, New Gloucester, Maine (Sept 2013 - June 2015)

 Assisted Lead Overnight Counselors with the evening and morning operations of the school, took care of students, assisted students with homework, and everything else that was needed.

Writing Tutor - Seattle Central Community College, Seattle, Washington (March 2013 - June 2013)

· Assisted Students with general written skills and specific edits for school related and other writing.

# Volunteer Experience

Organizer - Maine Axe & Saw Meetup - Maine Organic Farmers and Gardeners Association, Unity, Maine

Currently planning and organizing the first annual Maine Axe & Saw Meetup, to be held at the MOFGA
fairgrounds in August. This two-day event will feature skill sharing demonstrations, presentations, and
historical lectures, focusing on traditional forestry hand tools.

Trail Steward - Sebasticook Regional Land Trust, Unity, Maine (August 2015 - Present)

• Trail Steward for the Kanokolus Bog Preserve Trail, Unity, Maine.

Volunteer - Farwell Project, Thorndike, Maine (2015 - Present)

 Assist other volunteers and board members of Timelines Community LLC with cleaning, organizing, planning, and fundraising for the Farwell Project – a restoration of an historic gristmill into community and museum space.

Montane Songbird Surveyor - Vermont Center for Ecostudies, White River Junction, Vermont (2014 - Present)

• Each June I spend time in far northwestern Oxford County, near the Québec border, doing a high elevation songbird survey.

# **Haley Fallon**

84 Kaler Rd. Belfast, ME 04915 | 513-600-3699 | hbridgetfallon@gmail.com

# **Work Experience**

Lead Overnight Coordinator | | Wayfinder Schools - Camden, ME

Fall 2015-Present

• I was the point person responsible for the safe operation of the Residential Program during the week in the evenings and overnight hours.

Assistant Camp Director | GSNEO Camp Timberlane - Wakeman, OH

Summer 2015

- Assisted Camp Director in all matters, helping to plan and implement programming.
- I was responsible for observing, evaluating, and working with thirteen staff members.

After 3 Club Program Staff | National Presbyterian School – Washington, DC Spring 2014-Summer 2015
• Provided after-school care to 5 to 12 year olds in the form of homework help and recreational activities.

Ropes Course Director | | Camp Morty- North Salem, NY

Summer 2014

• I was responsible for leading all campers through high adventure activities, ensuring the course's safety, and encouraging each camper to challenge themselves throughout the course.

Crew Member | | The Elements - Washington, DC

Winters 2012-2014

- Led children aged 8-12 on hikes in local woods as part of this outdoor education after-school program.
- Facilitated outdoor experiential learning by leading groups through shelter and fire building lessons.

Counselor | | Hidden Valley Camp- Freedom, ME

Summer 2013

- Responsible for the Tipi Village program, where I led campers in an outdoor skills focused program.
- We cooked meals over a fire, and took both day and overnight trips to various parks in Maine.

#### Education

American University- Washington, DC

2011-2015

Major in Justice and minor in Education Studies with a GPA of 3.62.



#### JOB DESCRIPTION

Job Title:

Overnight Coordinator

Program:

Residential Program

Supervisor:

**Campus Director** 

#### POSITION SUMMARY:

Overnight Coordinator assists the Lead Overnight Coordinator and other program staff with the safe and secure operations of the Residential Program during the evening, overnight, and early morning hours of operation. Schedule may vary depending upon the assigned shift.

#### **QUALIFICATIONS:**

- Bachelor's Degree or at least 2 years of college experience preferred
- Experience working with at-risk teens in an intensive educational setting preferred
- Crisis management experience preferred
- Comfortable driving a residential van and capable of safely transporting students
- Desire to explore connections and develop positive relationships with local community members
- · Demonstrated ability to work collaborativelty, supportively, and effectively in a team setting
- Able to communicate honestly, directly, and kindly with students and staff
- Able to consistently inspire student accountability and uphold program expectations
- Familiarity with Relational Education, Restorative Justice, Nonviolent Communication, Strength-Based Perspectives, Positive Youth Development, and Learner-Centered Teaching Practices preferred
- Willing to help with tasks outside of assigned duties and go above and beyond the call of as needed as part of the Schools' mission and values

duty

#### PERSONAL QUALIFICATIONS:

- Patient, level-headed
- Non-judgmental and able to guide by example
- Organized and detailed oriented
- Energetic with a sense of humor
- Able to handle stress and high-conflict situations
- Possess a positive attitude as well as a genuine desire to live and work actively with adolescents

#### **KEY AREAS OF RESPONSIBILITY:**

- Assist program staff, especially the Lead Overnight Coordinator, with the safe and secure operations of the Residential Program during shift
- Participate as a team member with the overall safe and secure delivery of the Residential Program's educational objectives
- Promptly respond to emergencies, concerns requests, and/or inappropriate behaviors of students or other people at the residence during your shift
- Consistently implement rules, expectation, policies, procedures and protocols to ensure the safe, respectful living environments for students and support staff
- Read and actively contribute to the Staff Log on a regular basis
- Check in with other residential staff members daily
- Work with students to develop individualized learning plans, complete academic projects, help them implement personal goals and self-care plans
- · Actively engage with students during shift
- Assist with the completion of evening chores, nightly homework, and a wide range of other graduation requirements
- Actively participate in staff meetings, supervisory sessions, restorative circles, community dinners, required team meetings, school-wide activities and fundraising events, and any other unanticipated team meetings as needed
- Help to maintain and update all files, reports, student logs, and other assessments as part of the residential team's collective set of shared responsibilities
- Assist staff and students with the administering all personal medications according to prescribed protocols, procedures and schedules
- Maintain, report, and seek repairs, as needed, in order to ensure the proper upkeep of school facilities and vehicles
- Assist with the planning and facilitation of weekly activities
- Actively participate in the planning an facilitation of weekly Experiential Learning Expeditions
- Offer regular feedback to students and staff
- Be a role model, guide, and resource to students

# Jennifer Goldstein 🗆 B.A. Outdoor Education & Leadership JennRGoldstein@gmail.com□ 360.774.2681 Wayfinder Schools □ Residential Overnight Support Staff Supports@vernight@ead@nsupervision@fstudents□ Ensuresasafeandcleanthousehold□ Acts as a mentor for all students \( \) Tutorsinalisubjectsiasmeededwhileionishiftiii <u>Naturebridge</u> □ Environmental Science Educator Leads multi day, mands on, experiential dearning experiences on that ional Parks □ Facilitates@nquiry@based,@xperiential@nvironmental&cience@activities Tailors programs for each diverse school group, incorporating feacher requests □ Cultivates a culturally aware flearning community using sensitivity to bring cultural relevance to program content Site Manager □ Communicates with Parents and Teachers formeet school meeds□ On call for emergencies overnight Processes all school paperwork □ Facilitates@eals&farge@roup@ctivites <u>Chewonki</u> **Foundation** □ Equipment and Logistics Coordinator 2015 & 12016 Seasons Orders & Inventories food stocks Supervises Outdoor Program Instructors in Support fasks □ Administrates@eart&flogisticsflortoutdoortexperiences Outdoor Program Leader Equipment and Logistics 2013 & 2014 Prepares and leads new staff trainings ... Manages@rip@quipment@and@ood@acking@systems@or@utdoor@rograms Leads@ff@ampus@vilderness@rips Creates new durriculum for sustainability and ecology tessons Outdoor Classroom Instructor 2011[&[2012] Leadsß₲daytbase@amping@ndtwildernesstripsffortgroups@f෭12\students□ Teaches dessons tintecology, sustainability, farm and outdoor tiving skills □ Provides@nedical@are@ Facilitates⊞igh@nd@ow@opes@ourses□ Camp@rcGirls Yurt@eader 2010<sub>111</sub>2012<sub>111</sub> Co且eads③汀daywildernessfripsfin@anoeing@ndfbackpacking□ Implements@ore@eadership@nd@ommunity@uilding@urriculum@ Manages @quipment @and flogistics flor @all wilderness trips Certifications & Training Wilderness First Responder exp. ☐ /2018 ☐ Wilderness Medical Associates □ Leave No Trace Trainer Southwest Outdoor Educator Course 2014 **NOLS**

# Weekend Exploration Lead Staff

# **Position Overview**

Weekend Exploration Leaders are responsible for ensuring the safety and well being of students, managing group dynamics, coordinating logistics, and leading weekly experiential learning expeditions for a group of 14 brave teenagers in diverse settings that are challenging, rewarding, and fun. Weekend explorations may include: overnight camping trips, backpacking, hiking, exploring the natural world, swimming, rock climbing, kayaking, canoeing, white water rafting, dog sledding, snow shoeing, snow tubing, ice skating, roller skating, bowling, going to the movies, visiting museums and art galleries, attending live performances and poetry slams, contra-dancing, service learning projects, college tours, overnight solos, extended road trips to Boston and New York City, and more. Participation in staff meeting and restorative all campus circles is expected.

#### Requirements

Wayfinder staff are dynamic, patient, and energetic people committed to creating personal growth opportunities for teenagers at high-risk of high school non-completion. Wayfinder's team of experienced and passionate mentors are kind, curious, and confident with a "cando" attitude, have exceptional mentoring skills, including effective communication, responsiveness, resourcefulness and patience, enjoy helping teenagers find and be their best selves, all while having and nurturing a passion for the outdoors. Working at Wayfinder Schools is an exciting and demanding experience.

#### Applicants must:

- Be responsible and compassionate individuals who are intuitively adept at working collaboratively and as a part of a team
- Love outdoor adventure and exploring the world
- Have experience working with at-risk youth (preferred)
- · Confidently help guide expeditionary learning experiences
- Have a valid driver's license and ability to safely transport students
- Familiarity with the concepts and principles of relational education, restorative practices, nonviolent communication, positive youth development, and strength-based teaching practices preferred
- Demonstrate excellent communication skills and willingness to work intensively for extended periods of time
- Have CPR/Wilderness First Aid/WFR/Lifeguard/Water Safety certifications (preferred, will train)
- Successfully complete several background checks

# Weekend Exploration Support Staff

#### **Position Overview**

Weekend Exploration Support Staff help to ensure the safety and well being of students, facilitate group dynamics, and help guide weekly experiential learning expeditions for a group of 14 brave teenagers in a variety of settings that are challenging, rewarding, and fun. Weekend explorations may include: overnight camping trips, backpacking, hiking, exploring the natural world, swimming, rock climbing, kayaking, canoeing, white water rafting, dog sledding, snow shoeing, snow tubing, ice skating, roller skating, bowling, going to the movies, visiting museums and art galleries, attending live performances and poetry slams, contra-dancing, service learning projects, college tours, overnight solos, extended road trips to Boston and New York City, and more. Weekend Exploration Support Staff work 25 hours between either a Friday-Sunday or Sunday-Tuesday shift with two overnights. This is a nine-month position that begins on August 29, 2016 and ends on June 2, 2017.

#### Requirements

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- Confidently help guide expeditionary learning experiences
- · Have a valid driver's license and ability to safely transport students
- Familiarity with the concepts and principles of relational education, restorative practices, nonviolent communication, positive youth development, and strength-based teaching practices preferred
- Demonstrate excellent communication skills and willingness to work intensively for extended periods of time
- Have CPR/Wilderness First Aid/WFR/Lifeguard/Water Safety certifications (preferred, will train)
- Successfully complete several background checks

#### Job Description

#### Garden Coordinator

- Demonstrate a clear passion for organic gardening practices and effectively cultivate an on-campus garden that supports the curricular objectives of our Residential Programs and furthers the vision of Wayfinder Schools
- Directly facilitate and oversee all garden-related projects on New Gloucester Campus
- Recruit and manage garden volunteers
- Actively seek donations for garden-related tools, supplies, and materials
- Establish concrete ways to regularly donate portions of the school's harvest to local food pantries, food-scarcity organizations, and individuals in need
- Work in collaboration with residential staff to create service learning opportunities, coordinate community events, and implement principles of organic garden practices into program goals and curricular objectives
- Network with local community members and state-wide organizations to further the mission of Wayfinder Schools

# Lucinda Ugarte

227 Walnut Street, South Portland, Maine 04106 Phone: (805) 689-6363 lucinda.ugarte@gmail.com

Passionate, hardworking and thoughtful individual with diverse experience in farming practices. Strong interest in cultivating a connection between youth and the environment.

#### Education

Degree of Associate in Applied Science Horticulture, Southern Maine Community College (May 2015)

Graduated with Honors

### **Certifications and Skills**

- Excellent communication and problem solving skills.
- Management of small staff in customer service industry.
- Fluent in Spanish and English.
- Experience in fundraising for SMCC Horticulture Program capstone trip to Costa Rica.
- Certificate of Completion: 100 hours of instruction for Medical Interpreter Training, Southern Maine Community College (May 2012).

# **Work Experience**

June 2015 - Present Seasonal Garden Coordinator at Wayfinder Schools

New Gloucester, Maine

May 2015 Gardener: Montgomery Flowers and Produce Bowdoinham, Maine

• Assist the owner of a small, family-run business specializing in crafts, food preservation and gardening.

• Participate in landscaping tasks such as pruning, cut-backs, fall and spring clean up, weeding, garden bed preparation, and planting.

August 2014 Shop Assistant: The Farm Stand

161 Ocean Street, South Portland, ME 04106

- Customer education about local produce and products as well as seasonality, farming practices and preparation methods.
- Assuring products are properly stocked and displayed according to specific needs and effectively communicating with staff on quality of shop presentation.

# November 2011-2014 Nanny: Mimi Sokolowki

- Full time care of two boys currently aged four and six.
- Transportation, meal preparation, bathing, toileting/potty training, outdoor activities and developing engaging projects.

# June 2011-August 2012 Barista: Hilltop Coffee Shop

90 Congress Street, Portland, ME 04101

- Worked multiple shifts including opening and closing.
- Cash handling, receiving and organizing orders.

- Provided excellent customer service in a fast-paced environment.
- Worked with other members of staff to ensure the best possible experience for patrons.

# October 2009- June 2011 Shift Lead: Coffee By Design

620 Congress Street, Portland, ME 04101

- Running morning and evening shift, ensuring required tasks were completed in an efficient and professional manner.
- · Banking, inventory and ordering.
- Balancing multiple tasks in a fast paced, demanding environment.
- Preparing specialty coffee drinks and providing excellent customer service.
- · Managed staff, customer issues and complaints.

# Related Experience

May -August 2014 Cultivating Community: Volunteer position
Turkey Hill Farm: Cape Elizabeth, Maine
Boyd Street Community Gardens: Portland, Maine

- Self directed management of garden beds.
- Turning and amending soil, preparing and repairing garden plots for youth. program and community garden members.
- Planting, weeding, thinning, watering and harvesting crops.
- Communicating with New Americans about renewing plots and general gardening interests.

# June - September 2013 and June 2014 - September 2014 David Buchanan Turkey Hill Farm and Old Ocean House Farm: Cape Elizabeth, Maine Personal farm: Pownal, Maine

- · Harvesting, processing and packaging Saskatoon berries, strawberries and raspberries.
- Weeding vegetable rows.
- Utilizing non-chemical, Integrated Pest Management practices.
- Preparing and selling smoothies with harvested fruit at local Farmers Market.

# November to December 2012 Finca La Puebla: Rivas, Costa Rica Organic vegetable and coffee farm

- · Designing, planting and maintaining multiple garden beds.
- · Harvesting fruits, vegetables and coffee.
- Maintaining, clearing and cleaning the grounds.
- Processing and roasting coffee.
- Working and communicating with local farm hands.

# October to November 2012 World Wide Opportunities on Organic Farms Monthongs Farm: Pahoa, Hawaii

- Planting, propagating and harvesting fruits and vegetables.
- Small woodworking projects with fellow volunteers.



#### JOB DESCRIPTION

Job Title:

Lead Teacher

Program:

Residential

Program

Supervisor:

Residential Program Director

#### Job Overview

Wayfinder Schools offer relational learning programs that transform the nature of a high school education by providing students with the skills and experience necessary to discover their strengths, connect with their families, practice personal responsibility, and contribute to their communities, and which culminate in awarding a high school diploma from the State of Maine.

#### Job Requirements

#### **QUALIFICATIONS**

Lead Teacher has a passion for working with non-traditional students; familiarity with Relational Education, Restorative Justice, Nonviolent Communication, and Learner-Centered Teaching practices; experience creating Individualized Education Plans, using adaptive teaching strategies based on strengths-based and multiple intelligences teaching models; and the ability to teach in home settings and/or in all manners of locations. Reliable transportation is required.

Lead Teacher may have social work, and/or counseling experience. Lead Teacher possesses excellent computer skills with proficiency in both Mac and PC environments and with databases.

#### JOB DESCRIPTION

Lead Teacher

**Personal Qualifications:** Lead Teacher inspires enthusiasm, trust, interest, and engagement in student's own learning, and has a respectful, non-judgmental, and supportive instructional style. Lead Teacher is patient, compassionate, humble, personable, warm, and kind; possesses self-confidence, leadership skills, and a sense of humor; is a collaborator and team player; is responsible and demonstrates maturity in interactions with students, family members, staff, board members, and others; and is willing to work outside of assigned duties as needed.

#### **Educational Requirements**

Bachelor's or Master's degree with teacher certification or working toward certification, or 3-5 years of classroom teaching in alternative education

#### Job Requirements

- Maintain assigned student caseload;
- Maintain individualized students records, progress reports and other reporting requirements as needed;
- Develop curriculum, teach and/or supervise all core classes and academic programs on campus;
- Recruit and manage academic tutors;
- Meet weekly and maintain progress with enrolled students;
- Develop individualized learning and post-graduation plans for each student;
- Utilize a variety of learner-centered teaching strategies which honor different learning styles, build self-confidence and taps into students' multiple intelligences;
- Provide transportation as needed for students and the program;
- Be willing to help out beyond the academic arena as needed with students within reason.
   May include but not limited to attend case management meetings, court appointments, doctor appointments or other needs of the students;
- Participate in and help plan weekly staffmeetings;
- Meet regularly with supervisor;
- Participate in fundraising events on behalf of Wayfinder Schools as needed and/or requested;
- Attend continuing professional development courses as required and provided by Wayfinder Schools.
- Any other duties as assigned.

#### **ELISABETH ARONEAU**

119 Pine Street • Portland, Maine 04102 • (207) 712-9675 • elisabeth.aroneau@gmail.com

#### **EDUCATION**

Hollins University, Roanoke, VA

Master of Fine Arts, Creative Writing

 Honors: 2012—2013 Teaching Fellowship, Intro Journals Project Nomination, Gertrude Claytor Poetry Prize Honorable Mention

# Goucher College, Baltimore, MD

Bachelor of Arts, English with a concentration in Creative Writing

- Honors: Magna Cum Laude, Goucher Leadership Scholar, Kratz Center Fellowship
- Intensive Course Abroad, Accra, Ghana, January 2007
   Completed interdisciplinary study of West African culture and art

Fine Arts Work Center, Poetry Workshop with Alan Shapiro, Provincetown, MA

New York State Summer Writers Institute, Poetry Workshop with Henri Cole, Saratoga Springs, NY

# TEACHING AND YOUTH DEVELOPMENT

#### Wayfinder Schools, New Gloucester, ME

Lead Teacher, July 2014—Present

 Oversee, coordinate, and support all academics on campus. Primary instructor for core subjects: Literature, Writing, Diversity & Social Justice, Radical Math: Concepts in Equality and Inequality, Mentoring and Service Learning, and Public Speaking. Develop individualized learning and post- graduation plans, compose quarterly narrative reports regarding student progress, manage grades and transcripts, provide support around college access and post-secondary planning, and collaboratively manage residential needs and programming.

#### The Telling Room, Portland, ME

Teaching Artist, Fall 2013—June 2014

 Taught and designed curriculum for a variety of creative writing workshops and residencies in the Greater Portland area.

# Virginia Western Community College, Roanoke, VA

Writing Center Tutor, February 2013—May 2013

 Supported undergraduate students at all stages of the writing process, from brainstorming and outlining to reviewing drafts for grammar, organization, and successful rhetoric.

### Hollins University, Roanoke, VA

Graduate Teaching Fellow, September 2012—May 2013

• Instructor of English 141: Fundamentals of Writing Poetry and Fiction. Responsible for designing curriculum, building a syllabus, and choosing course texts.

#### Huntington Learning Center, Roanoke, VA

Tutor, October 2011—January 2012

 Led early elementary students through a set curriculum designed to support and improve their reading skills.

### FEGS Health and Human Services System, New York, NY

Youth Advisor, September 2008—December 2010

Provided comprehensive support services to overage, under-credited youth (ages 17-21) working toward high school diplomas, post-secondary education, and career training. Managed a caseload of forty plus students, handled intake, developed individual social service plans, tracked attendance and academic progress, led career readiness workshops, designed and taught a life skills elective course.

# Goucher College Peace Studies Department, Baltimore, MD

Intern, Fall 2007

 Tutored groups of middle school students in math and reading comprehension. Completed academic course focused on exploring different pedagogies in conjunction with the internship.

# **COMMUNITY DEVELOPMENT AND LEADERSHIP**

# Connecting Ridges Reading Series, Roanoke, VA

Co-Director, September 2011—May 2013

 Coordinated and hosted reading series to showcase Hollins and Virginia Tech MFA student work.

# Farnsworth Art Museum, Rockland, ME

Marketing Intern, Summer 2008

Prepared and assisted with advertisements, fundraiser events, and community outreach.

### Goucher Leadership Council, Baltimore, MD

Director of Special Programs, September 2006—May 2008

Researched and organized creative and collaborative programming. Facilitated meetings
and ran roundtable discussions for emerging campus leaders. Served as an advocate for
service leadership.

# Goucher College Interdisciplinary Capstone Course, Baltimore, MD

Student, Spring 2008

 Worked with community organizations to spread information about Baltimore's new immigrant communities. Helped produce a one-hour radio program showcasing local personal narratives.

# Goucher College Senior Class Gift Campaign, Baltimore, MD

Co-Chair, Fall 2007—Spring 2008

Collaborated with the Alumni House to design, staff, organize, and advertise fundraisers.

# Old Goucher Neighborhood Collaborative Club, Baltimore, MD

President, September 2005—May 2008

 Co-founded club to help establish a sustainable relationship between the Goucher and Baltimore communities. Developed annual service days, recruited student tutors, and supervised service trips centered around civic engagement.

#### JOB DESCRIPTION

Job Title:

Culinary Arts Instructor and Residential Living Skills Coordinator

Program:

Residential Program

Supervisor:

**Director of Residential Programs** 

#### **POSITION SUMMARY:**

The Culinary Arts Instructor and Residential Living Skills Coordinator must have the ability to connect well and work effectively with teenagers; support the acquisition of real life skills; oversee and manage the Culinary Arts and Residential Living Skills Programs; help students to develop personal wellness plans, complete daily chores, explore new culinary options, consider a variety of dietary needs, purchase groceries within budgetary constraints, prepare meals, integrate local and seasonal resources into our Culinary Arts and Residential Living Skills curriculum, and establish post-graduation goals; independently plan and facilitate weekly Reading classes; collaborate with a dedicated team of experiential educators to help students fulfill graduation requirements; consistently reinforce policies, procedures, and protocols to ensure a safe and respectful living environment; embrade the principles of Positive Youth Development; inspire personal growth; assist with tasks outside of assigned duties as needed; and educate through a social justice lens.

#### **QUALIFICATIONS:**

- Strong interest in the Culinary Arts and experience working with teenagers in an educational setting preferred
- Understanding of USDA standards and health/safety laws
- Capable of determining and implementing healthy, nutritional, and dietary objectives
- Experience with planning and executing daily meals for 10 or more
- Familiarity with Relational Education, Positive Youth Development, Crisis Management, Restorative Justice, Strength-Based Practices, Nonviolent Communication, and Learner-Centered Teaching Strategies
- Demonstrated ability to work effectively in an educational setting or as part of a team
- Able to consistently inspire student accountability and uphold program expectations
- Comfortable driving a residential van and capable of safely transporting students as needed
- Desire to explore opportunities and develop positive relationships with local community members to enhance the culinary and overall school experience.
- Willingness to step in and help with tasks outside of assigned duties as needed and as part of the Schools mission and values

# PERSONAL QUALIFICATIONS:

- Patient, trustworthy, and level-headed
- Open-minded, compassionate, and non-judgmental in approach
- Able to consistently guide by example
- Warm, supportive, and personable
- Energetic with a sense of humor
- Capable of effectively handling stress, conflict, and challenging situations
- Thoughtful and team-focused

- Organized and detailed-oriented
- Engaging style in working with youth
- Must be an independent thinker, well organized, and able to use discretion and sound judgment, as the position requires a great deal of autonomy

#### **KEY AREAS OF RESPONSIBILITY:**

- Oversee and operate full Culinary Arts and Residential Living Skills Programs
- Ensure the successful completion of all USDA requirements and paperwork
- Proactively promote healthy living habits
- Facilitate the acquisition of real life skills
- Help students to fulfill all outlined Culinary Arts and Residential Living Skills requirements, develop meal plans, consider a variety of dietary needs and culinary options, purchase groceries within budgetary constraints, prepare meals, etc.
- Design and manage weekly chore wheel
- Track and oversee the completion of daily chores
- Assume a leadership role in supporting students through evening routines
- Help to plan, pack, and prepare for Experiential Learning Expeditions
- Participate as a team member in the planning and facilitation of the three required All Crew Experiential Learning Expeditions
- Assist students with self care plans, personal passage projects, and post-graduation goals
- Collaborate with Lead Teacher and Director of Residential Programs to integrate the Culinary Arts curriculum into a variety of subject areas and align projects with relevant themes
- Provide support to academic staff as needed and assist with other academic endeavors that
  extend beyond the Culinary Arts curriculum, such as: tutoring, mentoring, and facilitating a
  weekly Reading class
- Review concepts and content with students who may require extra help
- Read and contribute to the Residential Staff Log and check in with other residential staff members during each shift
- Provide guidance, feedback, and support to students and colleagues on a regular basis
- Consistently reinforce policies, procedures, and protocols to ensure a safe and respectful living environment
- Promptly respond to emergencies, concerns, requests, or inappropriate behaviors
- Document and report any significant incidents, concerns, or observations
- Develop collaborations with local community members, organizations, and agencies to support curricular efforts
- Assist with the coordination and management of volunteers
- Attend all required staff meetings, community circles, trainings, professional development opportunities, and school wide events
- Interact with various stakeholders and serve as a liaison, advocate, and resource on behalf of our students
- Schedule regular supervisory meetings with Director of Residential Programs
- Play an active role in the preparation and facilitation of graduation activities
- Participate in End-of-Term Meetings and Projects
- Provide administrative support as needed
- Be fully conversant in the mission and values of the School and willing to step in and help with tasks outside of assigned duties as needed and as part of the Schools' mission and values

# Cathleen Ames-Cruz

PO box 110 west Rockport, Maine 04865

Phone: 207-542-7006 E-Mail: cathy@wayfinderschools.org

# Experience

Residential Living Skills Coordinator/Culinary Wayfinder Schools (Formerly The Community School) (December 2008 - Present) Oversee and operate full Culinary Arts and Residential Living Skills Programs including the successful completion of all USDA/ DOE requirements and paperwork Manage culinary and residential budgets and purchasing of food/ household supplies Facilitate the students acquisition of real life skills through the culinary arts curriculum Design, manage, and implement a weekly chore wheel Plan, pack, and prepare meals for ELEs and various events Derovide guidance, feedback and support for students and colleagues on a regular basis using restorative justice practices and a compassionate lens Tutor/Substitute Educator The Community School (October 2000 – November 2008) Supported student projects and daily homework assignments Managed daily meal preparation by residential students and purchased necessary food items for students Mentored students through a relational education model Provided overnight substitute support for residential staff as needed

#### Education

University of Maine - Augusta

September 1999 - May 2004

Concentration in English

President of Distance Education Student Association

2001-2003

Member of Student Government Organization

1999-2004

General Assembly Member

1999-2004

Camden Rockport High School

Diploma 1988

#### Skills

Through my experiences at the Community School and Wayfinder Schools I have developed the skills necessary to work with a diverse range of teenagers and their needs. I am well versed in the culinary arts and have had college level professional development in nutrition. Moreover, through my work, I have developed a keen sense of restorative justice practices and relational education and the impact they have on students and community. Perhaps my biggest asset is the compassion and understanding I bring to my work as a mother of four and caretaker of many. I believe this gives me an innate and intuitive ability to enhance the lives of my students and colleagues.

#### Job Description

#### Health Education Instructor

- Coordinate and facilitate weekly sexuality education classes
- Review concepts and content with students who may require extra help
- Read and contribute to the Residential Staff Log and check in with other residential staff members during each shift
- Consistently reinforce policies, procedures, and protocols to ensure a safe and respectful living environment
- Promptly respond to emergencies, concerns, requests, and/or inappropriate behaviors
- Document and report any significant incidents, concerns, and/or observations
- Develop collaborations with local community members, organizations, and agencies to support curricular efforts
- Attend all required staff meetings, community circles, trainings, professional development opportunities, and school wide events
- Be fully conversant in the mission and values of the school, and bemwilling to step in and help with tasks outside of assigned duties as needed and as part of the school's mission and values

# Dana Kathleen Fadel

91 Congress St #1 Portland ME 04101 cell: (502) 262-1726//fadelda@gmail.com

Bachelor's Degree: African and African American Studies, Earlham College—Richmond, Indiana Planned Parenthood League of Massachusetts Sex Ed Certification Training July 2013 http://danafadel.wordpress.com

### Qualifications and Skills

- -Group facilitating and educating
- -Able to develop rapport and trust
- -Skilled at making arrangements for events
- -Motivating others and community organizing
- -Demonstrate sensitivity to personal situations

#### Related Employment History

- Journalist-Portland Phoenix-January 2014-present
  - -Interview Portlanders on topics around sex and sexuality—"In Layman's Terms"
- Educator—LearningWorks—February 2013-May 2013
  - -Facilitate discussions around sex and healthy relationships with sexually active women
  - -Birthwise Midwifery School-March 2013
    - -Lead discussions around examining attitudes and values about sex
- Fundraiser Maine People's Alliance August 2011-June 2012
  - -Lead fundraiser for state-wide community action group
- Gardener-Earth and Spirit Center-Spring-Fall 2009
  - -Managed a 13 member Community Supported Agriculture
  - -Lead underserved school groups and volunteers from various backgrounds
- Program Assistant—Kentucky Jobs with Justice—July 2006-July 2007.
  - -Managed office tasks including database and finances
  - -Organized fundraising events and campaign rallies

#### Relevant Experience

- Facilitator Sex of Self, sexuality workshop December 2013-present
  - -Created a workshop series for women and women-identified people to discuss issues around intimacy, body image, pleasure, etc.
- Public Speaker-Planned Parenthood Northern New England-April 2014
  - -Delivered my story about how and why I became a sex educator
- Graduate-Women, Work, and Community New Ventures Business Class-September-December 2013
  - -Successfully completed a 12-week business class that included how to make a business plan
- Scholarship Recipient—National Sex Education Conference—December 2013
  - -Attended workshops and lectures with other sex educators in Newark, New Jersey
- Advocate—Sexual Assault Response Services of So. Maine—April 2013-Present
  - -Trained in advocacy to support survivors and victims of sexual assault
- Educator—The Opportunity Alliance—March 2012-March 2013
  - -Lead discussions with homeless, young parents on relationships and sexual health
  - -Catholic Charities-May 2013
    - -Facilitated discussions on respect and healthy relationships to clients with mental health and drug abuse issues
- Apprentice—Portland Fiber Gallery—November 2009-May 2010
  - -Initiated an apprenticeship to learn fiber arts
  - -Organized a community weaving project involving the Bayside neighborhood
- Peer Educator -- HIV/Aids American Red Cross, Earlham College -- September 2002-May 2006
  - -Organized groups to discuss sexual health and education

#### References:

Soni Waterman, Director of Youth Building Alternatives, 207-775-0105, ext. 142 Kellie Ryan, Sex of Self co-facilitator, 207-245-4350 Casey Ryder, PortFiber owner, 207-780-1345

or if those folks are unavailable, try these references:

Nick Schroeder, Portland Phoenix Editor, 207-517-2657 Colin Reid, Local Flames Personal Coaching, 413-834-5150 Gigi Guyton, Regional Manager for Women Work and Community, 207-799-5025

#### JOB DESCRIPTION

Job Title:

Creative Arts Instructor

Program:

Residential Program

Supervisor:

Director of Residential Programs

#### POSITION SUMMARY:

The Creative Arts Instructor must have the ability to connect well and work effectively with teenagers; support the acquisition of real life skills; oversee and manage the Creative Arts Program at Wayfinder Schools; integrate local and seasonal resources into our Creative Arts curriculum; independently plan assignments; collaborate with a dedicated team of experiential educators to help students fulfill graduation requirements; consistently reinforce rules, expectations, policies, procedures, and protocols to ensure a safe and respectful living environment; embrace the principles of Positive Youth Development; inspire personal growth, assist with tasks outside of assigned duties as needed, and educate through a social justice lens.

#### **QUALIFICATIONS:**

- Bachelor's Degree or at least 2 years of professional experience working with at-risk youth in an educational setting preferred
- Strong interest in the Creative Arts and a genuine desire to work with teenagers
- Familiarity with Relational Education, Positive Youth Development, Restorative Justice, Strength-Based Practices, Crisis Management, Nonviolent Communication, and Learner-Centered Teaching Strategies
- Demonstrated ability to work effectively in an educational setting or as part of a team
- Comfortable driving a residential van and capable of safely transporting students
- Able to consistently inspire student accountability and uphold program expectations
- Desire to explore opportunities and develop positive relationships with local community members
- Willingness to step in and help with tasks outside of assigned duties as needed and as part of the Schools' mission and values

#### PERSONAL QUALIFICATIONS:

- Patient, trustworthy, and level-headed
- Open-minded, compassionate, and non-judgmental in approach
- Able to consistently guide by example
- Energetic with a sense of humor
- Capable of effectively handling stress, conflict, and challenging situations
- Thoughtful and team-focused
- Must be an independent thinker, well organized and detail oriented, and able to use discretion and sound judgment, as the position requires a great deal of autonomy

#### **KEY AREAS OF RESPONSIBILITY:**

- Oversee, manage, and facilitate the Creative Arts Program
- Collaborate with Lead Teacher and Director of Residential Programs to integrate the Creative Arts curriculum into a variety of subject areas and align projects with relevant themes
- Collaborate with Lead Teacher and Director of Residential Programs to arrange various field trips and service learning projects
- Provide support to fellow academic staff as needed and assist with other academic endeavors that extend beyond the Creative Arts curriculum, such as: tutoring, mentoring, and facilitating a weekly Art class
- Review concepts and content with students who may require extra help
- Develop film projects for the Residential Programs by taking footage and helping students to upload and edit photos and video throughout the term
- Assist students with self care plans, personal passage projects, and post-graduation goals
- Develop collaborations with local community members, organizations, and agencies to support curricular efforts
- Support the acquisition of real life skills
- Help to plan, pack, and prepare for Experiential Learning Expeditions
- Participate as a team member in the planning and facilitation of the three required all-crew
   Experiential Learning Expeditions
- Read and contribute to the Residential Staff Log and check in with other residential staff members during each shift
- Provide guidance, feedback, and support to students and colleagues on a regular basis
- Consistently reinforce policies, procedures, and protocols to ensure a safe and respectful living environment
- Promptly respond to emergencies, concerns, requests, and/or inappropriate behaviors
- Document and report any significant incidents, concerns, or observations
- Assist with the coordination and management of volunteers
- Attend all required staff meetings, community circles, trainings, professional development opportunities, and school wide events
- Interact with various stakeholders and serve as a liaison, advocate, and resource on behalf of Wayfinder students
- Assist with the supervision of Individualized Learning Time (ILT)
- Investigate local resources for field trip ideas and interesting community events
- Play an active role in the preparation and facilitation of graduation activities
- Participate in end of term meetings and projects
- Provide administrative support as needed
- Be fully conversant in the mission and values of the School and willing to step in and help with tasks outside of assigned duties as needed and as part of the Schools' mission and values
- Schedule regular supervisory meetings with Director of Residential Programs

# Crystal Vaccaro 216 Post Road Bowdoinham, Maine crystalv@wayfinderscools.org

# Proffesional Experience

The Wayfinder School- Presently working as the Creative Arts Coordinator at a residential boarding school, run by the ideals of restorative justice.

The Community School at Opportunity Farm- Worked as a residential overnight counselor for a residential boarding school, run by the ideals of restorative justice.

Belfast Anderson Elementary School- Employed as an educational tech for three years. Worked with children in grades one through three. Duties ranged from planning lessons to one on one work with children who were struggling academically.

Mount Holyoke College Writing Department Work Shop- Worked as a writing tutor with an emphasis on history and art history writing.

# Education

Mount Holyoke College 2011

Obtained a masters degree in history and art history

Marlboro College 2009

Studied theatre, photography and art history for a two years.

The Meeting School 2006

Obtained a high school diploma from a residential boarding school run by the Quaker ideals of non-violence and consensus.

Skills

# FINGERPRINTING

# MAINE DEPARTMENT OF EDUCATION

Application for Educational Technician Authorization

NAME (First, MI, Last, and optional suffix such as Jr., III)			2. Social	Security Nu	Security Number  3. Other name(s) under which Your records are filed			DATE	
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I give permission to Wayfinder Schools to do a State Bureau of Investigation background check for the purposes of safety to our students as well as conforming to the licensing requirements of the Department of Health and Human Services.

64	Signature	Date	
Printe	d Name		
 Signatı	ure of Person Completing the SBI Check	Date Completed	



Volunteers are so important to our students, our school and our mission. You are unsung heroes who are willing to share your time, talents, and energy to help make our student's complete their graduation requirements. You are an essential part of our community.

We thank you for taking the time to volunteer here at Wayfinder Schools at Opportunity Farm Campus.

At your convenience, could you please fill out the attached Volunteer application and return to the office.

Again, we appreciate your support and look forward to working with you.

# **Background Checks**

I give permission for Wayfinder Schools to do background
and driver's license checks prior to volunteer opportunities.
This is to ensure the safety of our students and to conform
to the requirements of the Department of Health and Human
Services.

Signature	Date		
Social Security Number	State D/L#		
Signature of Person Complet	ing the Checks Da		



# Volunteer Form

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# Línda Fish

Certification Office Maine Dept. of Education 23 State House Station Augusta, Maine 04333 (207) 624-6603

FAX: (207)-624-6604

http://www.maine.gov/doe/cert/index.html

I have learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

- Maya Angelou

#### **B.6 Parent and Community Involvement**

#### **Passages**

At the time of application, Passages students and their parents or guardians are invited to be a part of their schooling. Because teachers meet students in their homes or at workshops, there are many informal opportunities to touch base with parents and keep them connected. Many provide help with transportation or at workshops. In many instances these weekly opportunities offer much needed additional support and encouragement for students. Many Passages students are actively taking on their role as parent of their child and their parent/guardian take on the supportive role. Parents help teachers know what is working and not working for the students in their academic and parenting work. For other students their parent/guardians may unconsciously or not try to fill the primary parent role. If this occurs, the teacher works with the student to foster, model and support the student's active participation in their child's care and development, and supporting the 'grandparent' in stepping back from the primary role. In some instances, when students' parents are not active participants or negatively impact the students' lives, Passages' strategy is to provide the required information to parents of students, but see their primary role as supporting the academic and parenting growth of the student directly. Many Passages students are independently living, working and supporting themselves and their child without their parent's help. For students eighteen years and older who take full responsibility for making their own decisions, Passages only makes contact with their parents/guardians IF they approve it. Formal tools for keeping parents engaged and informed include:

- Application process
- Acceptance notices
- All reporting related to students with IEP's
- Quarterly Student Progress Reports
- TANF updates
- Passage Project meetings
- Change in enrollment notices
- Graduation

Community involvement in the Passages track takes many forms, from initial enrollment referrals to ongoing student support. Students regularly receive referrals from schools, health care providers and social service agencies and staff make these connections, in the same way as the Residential track, adding a layer of "this is how you can make this happen", modeling how the student can successfully navigate accessing services.

Monthly workshops often involve community investment in terms of discounted or donated workshop space and instruction. For instance, Passages works with local musicians and Bay Chamber Concerts and Music School to present two programs: regularly scheduled Music Together workshops for parents and children, and annual participation in Carnegie Hall's National Lullaby Project, in which students work with musician to write and record their own lullabies.

Community volunteers also serve as mentors to assist with Passages graduation projects. This past year, a local historian worked with a graduate to research local historic sites for which the student then designed promotional brochures. Another student worked with a professional baker to learn the art of cake decorating, and another studied with a local musician to learn to play the violin. Still another worked with a local funeral home director to research a career in mortuary cosmetology, while another student studied poetry with an advisor from Bates College.

Broad-based community support continues from funders like the Maine Women's Fund, which had featured Wayfinder students in their newsletters, videos and at their annual Leadership Luncheon. Students also give back to their communities by volunteering with senior citizens and at local animal shelters.

#### Residential

Community involvement is a primary pillar of the Residential Program Track. Bringing people together to develop awareness and further understanding; celebrate shared values and pursue common goals; and provide opportunities for our students to actively connect with others, demonstrate strength, courage, and compassion; seek out social justice causes; and contribute meaningfully to society – these pursuits live at the core of the work at Wayfinder Academy.

After a student has enrolled, residential staff members reach out to individuals important to the student (with student and parent permission): friends, family members, loved ones, case managers, counselors, homeless liaisons, representatives from DOC and DHHS, to better understand the individual's needs, personal goals and dreams. Individual-focused curriculum and scheduling is built around personal goals, self-care plans, and post-graduation aspirations.

Students are encouraged to cultivate relationships and support services that are positively impacting their lives, while continuing working at relationships that have proven to cause hardship.

Staff members communicate with legal guardians and care providers on a regular basis to facilitate two-way communication. Throughout the school year, wrap-around team meetings are pre-scheduled and additional team meetings are scheduled as needed. Quarterly Reports and Mid-Term transcripts are shared with designated support team members and support team members are invited to contact the Director of Residential Programs any time with questions, concerns, or new ideas. Sometimes family members, legal guardians, and/or care providers are invited to participate in weekly Restorative Circles.

The academic team collaborates with local school districts and social service agencies to accommodate individual needs. Below is a sampling of the approaches used to ensure an individualized approach to educating the whole person:

- 1. Remedial Services For students in need of remedial academic services, the school works with the local Special Education Departments in Gray/New Gloucester and Camden to obtain help from specialists who can effectively tutor students on specific subjects.
- Clinical Support Services For students in need of clinical support services, staff continuously
  assess needs and provide connection with services, such as counselors and therapists, making
  appointments and transporting. Sometimes these clinical care providers conduct sessions on
  campus and appropriate space is provided.
- 3. Specialized Curriculum Support For our science curriculum requiring expensive lab-style learning centers, we integrate our students into local Adult Education classes. Last year, Wayfinder students took Adult Education Biology and Chemistry classes.
- 4. Community Integration During the course of the school year, our students become regular fixtures at local businesses, YMCAs, food markets, and libraries. At Wayfinder, community involvement threads through virtually every aspect of the curriculum. Career Exploration placements, Experiential Learning Expeditions, Volunteer Service Learning Activities, one-to-one time with volunteer tutors and mentors all of these experiences and others, offer interactive opportunities for our students to not only benefit personally but also to play an active role in helping to shift perceptions of at-risk teenagers. As the school year progresses, those involved

with Residential students eventually learn to deeply appreciate the depth, courage, and ability of these young and talented individuals.

All of the players involved with students are invited to attend a series of community-based gatherings throughout the school year that include but are not limited to the following:

- Loved Ones Lunches
- Sunday Brunches
- Harvest Homecoming Feast & Lantern Parade
- Global Thanksgiving
- Wayfinder Earth Celebration
- Community Appreciation Dinner
- Personal Passage Project Presentations
- Potluck Socials (on the first day of school and then again on graduation day)

This excerpt illustrates the depth and breadth of community involvement at Wayfinder:

"On June 3, 2016, approximately 150 people assembled on our beautiful Opportunity Farm campus in New Gloucester to celebrate the remarkable accomplishments of seven brave teenagers, soon to be high school graduates. The audience was comprised of family members, friends, case workers, home liaisons, counselors, therapists, tutors, Career Explorations mentors, collaborative partners from 317 Main Community Music Center & Tree Street Youth Center, folks from local businesses and local community members, Wayfinder Board members, recent graduates and older alumni - the sea of faces so beautifully diverse – religiously, racially, ethnically, politically, socio-economically. We all shared a fair amount of tears and laughter that day. One by one people took turns emerging from the audience to share a story or express personal gratitude. We all gathered that day to honor the efforts and achievements of our students and staff, but I think it is safe to say that we all went home that evening feeling hopeful and inspired about what can be be accomplished when a community bravely comes together with shared values to pursue a common goal."

- Joseph Hufnagel, Residential Program Director

Please see the Appendices for Letters of Support from the Wayfinder community.

#### **B.6 Parent and Community Involvement (addition 9/1/16)**

Provide evidence that the proposed charter school has held public meetings in the catchment area for students to share the mission, vision, and academic program of the school and has gathered community and local stakeholder feedback through the meetings, email, website or other means.

As a long-standing private school, Wayfinder regularly meets with numerous stakeholders throughout its catchment area, with Passages serving 8 counties, including the mid-coast and Downeast regions, and Residential serving students from across Maine. Stakeholders include students, parents and other family members, social service providers, state and local governmental agencies, public school district personnel and others. Wayfinder works with all of these partners to communicate the mission, vision and educational approach of the school and to ensure it is best meeting the needs of its students.

During the past several years, Wayfinder has engaged in a process of notifying many audiences and seeking feedback from individuals and groups about becoming a public charter school and has received tremendous support in this regard, as the community understands the importance of increasing access to quality programs that support some of the most vulnerable youth.

The following is a sampling of the many ongoing activities Wayfinder engages in to seek input from the communities it serves that have occurred over the past 6 months where pursuit of charter school status was discussed.

- 1. Student, Parents and Family Members:
  - Announcements regarding pursuit of charter school status have been made at Passages student
    graduation ceremonies held throughout the state (e.g., New Gloucester, Dennysville and
    Rockland) and attended by students, family members and community stakeholders from all of
    Passages counties served, during the month of June 2016.
  - Numerous telephone calls and meetings with applicants where prospective families were told about the pursuit of charter status and feedback was received.
  - Regular meetings with parents, guardians, relatives sharing Wayfinder student performance and tracking success.
- 2. Weekly interactions with Career Exploration site supervisors.
- 3. Ongoing meetings with Superintendents, Principals, Teacher Teams from sending schools throughout the state all year/each year. Updates on Wayfinder's activities were presented and comments/advice received at these meetings.
- 4. Daily/weekly Dr. Foote, Wayfinder's CEO, meets with foundations/funders/stakeholders of Wayfinder Schools sharing the work with Maine youth at-risk of HS non-completion and application for Charter to ensure funding follows these most vulnerable students.
- 5. Dr. Foote engages in regular speaking engagements to civic organizations (e.g., Rotary and Lions Clubs, Maine Women's Network, Women for Wayfinder, various business groups, corporate teams).

- 6. Meetings with other governmental organizations whose students Wayfinder serves (e.g., DOC, DHHS, McKinney-Vento Homeless Liaisons, JJAG).
- 7. Continuous relationships with non-governmental organizations whose students we serve (e.g., New Beginnings Homeless Shelter and other shelters, 22 Park Street, Opportunity Alliance, LearningWorks, Preble Street, Tree Street Youth Center, Southern Maine Youth Transition Network)
- 8. Ongoing meetings with other alternative schools, Maine Charter Schools' staff and administration, and private schools interested in Wayfinder's work
- 9. Significant relationships with colleges and universities, including:
  - University of Maine Hutchinson Center Masters of Social Work Program (MSW Interns and Practicum students work at Wayfinder Schools each year)
  - University of Southern Maine Research Psychology Dept. (Wayfinder is three years into a study of biomarkers in Wayfinder Schools Residential Program Students)
  - USM masters of Social Work Program Interns
  - Bates College Interns
  - Unity College Interns

#### 10. Special Partnerships

- Camden Hills Regional High School & Gray New Gloucester High School: Collaborate with both local school districts regarding various special education and adult education services
- Washington County Educational Attainment Initiative a network of agencies working to improve the educational attainment of Washington County youth and adults.
- University of Maine Machias
- Thomas College
- Passamaquoddy Tribal Office and Health Center
- 317 Main Community Music Center: Musicians from 317 Main facilitated regular drumming workshop
- Tree Street Youth Center: Wayfinder students provide support to younger students attending Tree Street's after school program. Wayfinder Schools and Tree Street also share various resources and support one another's efforts in multiple ways
- Throughout the school year, students receive support from representatives from the Youth Employment Counselor Services of Goodwill Workforce Services.
- Academic Consultants/Special Agreement Contracts
- Portland Center for Restorative Justice
- Maine Indian Education
- Maine Roads to Quality Statewide Early Education and Learning Professional Training Resource
- Education Resource Coordinator, Passamaquoddy Tribe Indian Township
- Edward Little High School ELL support
- 63 Washington Street & The Garden Institute Green Initiatives, Service Learning, and Garden Projects

- Southern Maine Youth Transition Network
- Bay Chamber Concerts and Music School and Carnegie Hall's Lullaby Project
- Tanglewood 4-H: Service Learning, Career Exploration, and Experiential Learning Expeditions
- Penbay Medical Center, St. Mary's Regional Medical Center, and Central Maine Medical Center
- Standing meetings with a variety of partners
- Social service providers who work with Wayfinder students and advise the school in their official capacity
- Volunteer tutors and activity coordinators
- Meetings with our current and previous students' sending district schools
- 11. Local businesses (i.e. banks, markets, YMCA, public libraries, gas stations, etc.).
- 12. State of Maine:
  - Department of Corrections
  - Department of Health and Human Services
  - Department of Education (Dr. Foote is Chair of the Truancy, Dropout and Alternative Education Committee)
- 13. Community based events including community suppers, open house, Harvest Homecoming, etc.
- 14. Personal Passage Projects bring a wide range of community members together both in terms of mentoring of students throughout the process as well as the attending end-of-term presentations. For instance:
  - One student organized a punk rock festival to raise money for the homeless shelter that once provided support for him when he was younger. Approximately 100 people attended.
  - One student performed a Christian rap show at Cell53 in Lewiston. Approximately 75 people attended.
  - Another cooked up a traditional Somali feast for approximately 50 people to introduce a book about her life's journey from Africa to the United States.
  - Another sewed 12 blankets and donated them to a local homeless shelter. Residential staff and students accompanied him to the shelter.
- 15. Post-Graduation planning connects Wayfinder Schools to numerous college admissions officers, guidance counselors, trade professionals and training programs, and various branches of the United States military.
- 16. The Wayfinder Garden projects continue to bring local community members together who donate their time and energy to the garden and the school.
- 17. Letters of support from students, family members, and the community are another display of the community connections Wayfinder enjoys. These letters can be found in the optional attachments to this charter school application.

A few heartfelt quotes exemplify what is possible at Wayfinder:

"The moment we stepped onto the campus and met the staff at Wayfinder Schools, I knew we had found the right place. At the end of the school year, students ended up with more than a high school diploma. They ended up with a better understanding of the world and the important role they have in it. The entire staff provided an amazing level of love, support, and encouragement that continues beyond graduation. I am thankful, grateful, and proud to be a part of the Wayfinder experience!"-Amparo R., Parent, 2016

"Every single person that passes through this place experiences some sort of transformation in their lives." -Aaro B., Residential Class of 2016

Charter school status will strengthen Wayfinder Academy to better serve the youth in communities across the state. With a longstanding reputation for changing lives, charter school status will provide the opportunity for the school to expand and serve even more teens who otherwise may never have a chance to work hard toward a worthwhile goal.

"Wayfinder Schools have provided amazing opportunities and enriched the lives of so many young people as well as the communities within which they live. These opportunities encourage life-long learning and the skills, self-esteem and experience that lead to success and strong connections with families."-A joint statement of U.S. Senators Susan Collins and Angus King, 2013

18. Finally, since the 2011 merger, Wayfinder has received press coverage in the following Maine media: Maine Magazine, Good Day Maine, 207, Maine Things Considered, Maine Calling, WMTW News, WGME News, Portland Press Herald, Portland Sun, Old Port Magazine, Bangor Daily News, Bangor Metro, TideSmart Talk Radio, WRFR Radio, Dr. Lisa Belisle Radio Hour/Love Maine Radio, Kennebec Journal, Lewiston Sun Journal, Free Press, Coastal Journal, Pen Bay Pilot, Village Soup, Belfast Republican, Courier Gazette, Camden Herald, Quoddy Tides, Machias Valley News Observer, Country Connection and others.

(C)

#### C. Governance

#### C.1 Governing Body

The entity holding the charter and responsible for governing the school will be Wayfinder Academy (WA), a Maine nonprofit corporation organized under Section 501(c)(3) of the Internal Revenue Code. WA was formed on August 1, 2016 to serve as the "separate nonprofit organization" contemplated by the charter school statute in the case of a start-up charter school that has organizers "affiliated with a previous school or education program, as is the case for the organizer of this school, Wayfinder Schools (WS).

WA will be governed by its new Board of Directors, which has been selected by WS to be representative of the communities served by WA and to include active board members in the fields of education, health, finance, law, human resources and restorative justice. The WA board is currently comprised of eight members, including ex officio member Dr. Dorothy Foote. Current board members represent Cumberland County, Androscoggin and Knox Counties. WA seeks further representation from Washington County, to ensure representation from all three counties in which WA has campus sites.

WA will be guided by the successful philosophy of Wayfinder Schools, founded in 1973 as an alternative high school for at-risk youth. WS has a strong track record of helping Maine's most vulnerable youth secure their high school diplomas.

Documents of legal status are attached in: **Tab 22.** Articles of Incorporation; **Tab 23.** Corporate Bylaws; and, **Tab 24.** IRS Form 1023

#### Governance Philosophy

Wayfinder Academy will be guided by the successful philosophy of Wayfinder Schools, founded in 1973 as an alternative high school for at-risk youth. WS has a strong track record of helping Maine's most vulnerable youth secure their high school diplomas. As such, the WA Board will ensure the sound, transparent operation and financial management of the Academy; setting goals and holding the teachers and staff accountable for their role in meeting the goals; and closely monitor compliance and achievement toward the charter contract and the Academy's performance measures as detailed in the charter contract.

#### Governance Structure, Roles, and Relationship with Key Entities

The Wayfinder Academy Board is responsible for five key areas of the Academy's operation:

Establish the organization's mission, vision, core values and direction:

- vision and core values
- mission and philosophy
- strategic planning
- programs and services
- evaluation

Ensure the financial health of the organization:

- responsible for insuring there are adequate financial resources for the work of the organization
- · responsible for insuring proper financial controls

Ensure the organization has sufficient and appropriate personnel:

• responsible for the working conditions in the organization

- responsible for hiring, releasing, giving direction to and evaluating the Executive Director
- responsible for ensuring the existence of a Board of Directors

#### Direct organizational operations:

- responsible for ensuring that the organization and its Directors are in compliance with its legal requirements
- responsible for ensuring that the Board works effectively

#### Ensure effective community relations:

- respond to changing needs in the community
- key stakeholders, community members and parents as advisors, tutors and volunteers

#### Wayfinder Academy Board of Directors

The new Board of Directors will provide governance over the Wayfinder Academy. The composition of the Board Members possess the appropriate background and experience, with a special emphasis in education, and other relevant fields, to provide careful oversight and governance to the charter school. Several individuals have agreed to serve in this capacity.

The board is committed to ensuring proper governance and oversight. Therefore, it is critical to have membership that is active and committed to the schools mission; has the experience and qualifications needed to provide thoughtful and skilled direction; has clearly defined roles and responsibilities; and has the information needed to make timely decisions.

#### Wayfinder Academy - Chair Responsibilities, Officers, Agents and Committees

The Chair of Wayfinder Academy, Paul Andrews, will provide directional leadership to the Board of Directors. Paul will be accountable to the Board of Directors of the Corporation for his performance and responsible for the effective functioning of the Board in its role to the Corporation. The Board Chair may be removed if a majority of Board members duly moved and seconded, and pass the request.

As contained in the corporate Bylaws, officers and agents, and committee functions are defined as follows:

#### **OFFICERS AND AGENTS**

<u>Section 6.1. Officers</u>. The Officers of the Corporation's Board of Directors shall be a Chair, a Treasurer, a Secretary, and such other officers as the Board of Directors may from time to time designate. The Chair, Treasurer, and Secretary shall be elected by the Board of Directors at each Annual Meeting, after the election of Directors.

<u>Section 6.2. Other Officers and Agents.</u> The Board of Directors may appoint additional officers and agents, as it shall deem necessary. Such officers and agents shall hold their offices for such terms and shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Directors.

<u>Section 6.3. Compensation</u>. The compensation, if any, of all additional officers and agents of the Corporation shall be fixed by the Board of Directors.

Section 6.4. Loans to Officers Prohibited. The Corporation shall make no loans to any Officer.

Section 6.5. Term and Removal of Officers. Each Officer shall hold office for a term of one (1) year or until his or her successor has been duly nominated and elected, but this provision shall not be construed as prohibiting an individual from holding an office for two or more consecutive terms. The term of each Officer shall commence upon election. Any Officer may be removed with or without cause at any time by an affirmative vote of a majority of the Directors at a duly called and noticed meeting at which a quorum is present. Any vacancy occurring in any office of the Corporation shall be filled by vote of the Directors.

Section 6.6. Chair. The Chair shall, when present, chair all meetings of the Board of Directors. He or she shall inform himself or herself concerning all affairs of the Corporation and see that the duties of the officers and employees are properly discharged; that the Bylaws of the Corporation are observed; and that all statements and return required by law are made; and he or she shall assume such share in the management of the Corporation's business as the Directors may determine. The Chair shall perform all duties incident to the office of the Chair. The Chair shall serve as President of the Corporation.

Section 6.7. Treasurer. The Treasurer shall have charge and custody of and be responsible for all corporate funds and securities; keep full and accurate accounts of receipts and disbursements and books belonging to the Corporation; and deposit all monies and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors. He or she shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the Chair and the Board of Directors at its regular meetings or when the Directors shall require, an account of his or her transactions as Treasurer and of the financial condition of the Corporation. If required by the Board of Directors, the Treasurer shall provide a bond in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him/her.

<u>Section 6.8. Secretary</u>. The Secretary shall keep written records of all meetings of the Corporation and the Board of Directors. The Secretary shall be responsible for keeping all additional documentation necessary for the administration and management of the Corporation and shall be responsible for providing required notice of meetings for the Directors. The Secretary shall provide all written records of the Corporation to his/her successor.

### ARTICLE VII COMMITTEES

<u>Section 7.1. Committees.</u> The Board of Directors may establish an Executive Committee and other committees and may delegate, to the extent permitted by law, to such committee or committees all the authority of the Board of Directors, or any such portion of authority, as it deems appropriate to assist in the management of the Corporation.

Section 7.2. Composition. The Board of Directors shall appoint the members of each committee. Each committee shall have at least three (3) members and shall consist of at least one (1) Director, and the Chair shall appoint a Director on each committee to serve as the Chairperson of such committee. The Executive Committee shall be comprised of Directors only. Other committees may include non-Directors.

Wayfinder Schools (WS) is the entity currently operating the schools described within this application. WS has a rich history dating back to its original entity Opportunity Farm, founded in 1910 as home for atrisk boys and subsequently founded in 1973 as alternative high school for at-risk youth. The two organizations merged in 2011, and now serve more than 80 at risk youth and teen parents each year.

Wayfinder Academy, a separate nonprofit organization will continue to operate the school as a public charter school, with Wayfinder Schools working in partnership through a shared services contract, as described in **Tab 31**.

### **Required Tabs**

Tab 22: Articles of Incorporation

Tab 23: Corporate By-laws

**Tab 24:** Form 1023

Tab 25: Conflict of Interest Policy



#### DOMESTIC NONPROFIT CORPORATION

STATE OF MAINE

### ARTICLES OF INCORPORATION

Filing Fee \$40.00

File No. 20170035ND Pages 5 Fee Paid \$ 40 DCN 2162152230001 ARTI ---FILED-----

08/01/2016

			A 1 rue Copy when Attested by Signature					
			Deputy Secretary of State					
Pursuant to 13-	-B MRSA	§403, the undersigned incorporator(s) execute	(s) and deliver(s) the following Articles of Incorporation:					
FIRST:	The n	ame of the corporation is Wayfinder Acader	ny					
SECOND:	("X" (	one box only. Attach additional page(s) if nece	ssary.)					
	<b>Ø</b>	The corporation is organized as a public bease See attached Exhibit A	nefit corporation for the following purpose or purposes:					
		The corporation is organized as a mutual be not for all such purposes, then for the follow	enefit corporation for all purposes permitted under Title 13-B or, if ring purpose or purposes:					
THIRD:		egistered Agent is a: (select either a Commerc						
		Commercial Registered Agent	CRA Public Number: P10174					
		Andre G. Duchette	mercial registered agent)					
		Noncommercial Registered Agent						
		(name of noncommercial registered agent)						
		(physical location, not P.C	D. Box - street, city, state and zip code)					
		(mailing add	ress if different from above)					
FOURTH:		ant to 5 MRSA §108.3, the new commercial ared agent for this nonprofit corporation.	registered agent as listed above has consented to serve as the					

FIFTH:	The number of directors (not less than 3) const	ituting the initial board of directors of the corporation, if the number ha
	been designated or if the initial directors have b	een chosen, is
	The minimum number of directors (not less that of directors shall be $\underline{20}$	
SIXTH:	Members: ("X" one box only.)	
	There shall be no members. There shall be one or more classes of recommendations.	nembers and the information required by 13-B MRSA §402 is attached.
SEVENTH:	(Optional) (Check if this article	is to apply.)
		ration shall be the carrying on of propaganda, or otherwise attempting to not participate in or intervene in (including the publication or distribution of any candidate for public office.
ЕІСНТН:	(Optional) (Check if this article	***
		rovisions for the regulation of the internal affairs of the corporation, quidation and the requirements of the Internal Revenue Code section reto and made a part hereof.
Incorporators		Dated 7/28/16
o o o o o o o o o o o o o o o o o o o	Man	Street 30 Milk Street, 5th Floor
	(signature)	(residence address)
Andre G. Ducl	(type or print name)	Portland, ME 04101 (city, state and zip code)
		Character 1
	(signature)	Street(residence address)
	(type or print name)	(city, state and zip code)
		Street
	(signature)	(residence address)
	(type or print name)	(city, state and zip code)

(signature of officer)	Street
(signature of officer)	(principal business location
(type or print name and capacity)	(city, state and zip code)
e of Corporate Incorporator	
(signature of officer)	Street
(signature of officer)	(principal business location)
(type or print name and capacity)	(city, state and zip code)

#### \*Articles are to be executed as follows:

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so.

Please remit your payment made payable to the Maine Secretary of State.

Submit completed form to:

Secretary of State

Division of Corporations, UCC and Commissions

101 State House Station Augusta, ME 04333-0101

Telephone Inquiries: (207) 624-7752

Email Inquiries: CEC.Corporations@Maine.gov

# EXHIBIT A TO ARTICLES OF INCORPORATION OF WAYFINDER ACADEMY

The Corporation is organized as a public benefit corporation for the following purpose or purposes:

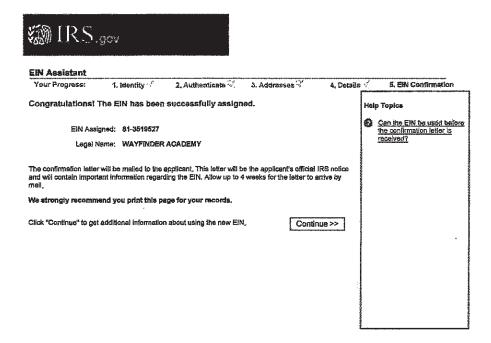
The Corporation is organized exclusively for charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), as amended, or corresponding section of any future federal tax code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code. In furtherance thereof, but not by way of limitation, the Wayfinder Academy will provide educational opportunities to its students to help them discover their strengths and skills and contribute to their communities.

The Corporation shall be organized and empowered to do everything necessary, proper, advisable or convenient for the accomplishment of the foregoing purposes, and to do all other things incidental to them, or connected with them, that are not forbidden by law, these Articles of Incorporation, or the Corporation's Bylaws; provided, however, that the Corporation shall not have the power to carry on any activity not permitted to be carried on by a corporation exempt from Federal income taxation under section 501(c)(3) of the Code by a corporation, contributions to which are deductible under sections 170(c)(2), 2055(a)(2), and 2522(a)(2) of the Code. No part of the net earnings of the Corporation shall inure to the benefit of any private individual.

# EXHIBIT B TO ARTICLES OF INCORPORATION OF WAYFINDER ACADEMY

No Political Activity: Limited Lobbying. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, except as may be permitted under Section 501(h) of the Code. The Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

Dissolution; Distribution of Assets. Upon the dissolution of the Corporation for any reason, the Board shall pay or make provisions for the payment of all debts and liabilities of the Corporation. All remaining assets shall be distributed exclusively to one or more nonprofit organizations which may be selected by the Directors as an appropriate recipient of such assets, as long as each of such organizations shall be engaged in such substantially similar activities and qualify as an organization described in Section 501(c)(3) of the Code. Notwithstanding the foregoing, remaining funds shall be paid to the State of Maine exclusively for public purposes to the extent required by 20-A M.R.S.A. Section 2411(8) or successor provision thereof.



Form SS-4 Appl	Application for Employer identification Number		8
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#### **BYLAWS OF**

#### WAYFINDER ACADEMY

Adopted by the Board of Directors	
ARTICLE I	
GENERAL	

<u>Section 1.1. Name</u>. The name of this Corporation shall be as set forth in the Articles of Incorporation as the same may be amended from time to time.

Section 1.2. Registered Agent. The Registered Agent of the Corporation shall be the person designated in the Articles of Incorporation, provided that the directors shall have the power to change the identity of the registered agent from time to time through an appropriate filing with the Maine Secretary of State.

# ARTICLE II PURPOSES

- <u>Section 2.1. General Purposes</u>. The purposes of this Corporation shall be as set forth in the Articles of Incorporation as the same may be amended from time to time.
- <u>Section 2.2 Powers</u>. This Corporation shall have all such powers as are authorized under Maine law or as otherwise limited by the Board of Directors.
- Section 2.3 Prohibition of the Inurement of Assets and Income to Private Persons. All the assets and income of the Corporation shall be used exclusively for its 501(c)(3) purposes, and no part thereof shall inure to the benefit of any private individual; provided, however, that nothing contained herein shall be construed to prevent the payment by the Corporation of reasonable compensation to officers and employees of the Corporation.
- Section 2.4 Dissolution. If this Corporation is dissolved or its legal existence terminated, either voluntarily or involuntarily, or upon final liquidation of the Corporation, none of its assets shall inure to the benefit of any private individual, and all of its assets remaining after payment of all of its liabilities shall be distributed as set forth in the Articles of Incorporation.
- Section 2.5 Tax Exempt Status. It is intended that the Corporation shall have and continue to have the status of a corporation which is exempt from federal income tax under Section 501(a) of the Internal Revenue Code of 1986, as amended, or successor provisions of

federal tax law (the "Code") as an organization described in Section 501(c)(3) the Code, and to which contributions are deductible under Section 170(c)(2), 2055(a)(2), 2055(a)(2), and 2522(a) of the Code which is other than a private foundation as defined in Section 509(a) of the Code. The Articles of Incorporation and these Bylaws shall be construed accordingly and all powers and activities shall be limited accordingly. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, provided that the Corporation shall have the power to make an election under Section 501(h) of the Code. Likewise, the Corporation shall not participate or intervene in any manner or to any extent in any political campaign on behalf of any candidate for public office. Furthermore, the Corporation shall not engage in any activities that are unlawful under applicable federal, state or local laws, including, but not limited to, activities prohibited for an organization exempt from federal income taxation under Section 501(c)(3) of the Code and regulations thereunder as they now exist or as they may hereafter be amended.

### ARTICLE III MEMBERSHIP

Section 3.1. No Members. The Corporation shall have no members with voting rights.

### ARTICLE IV BOARD OF DIRECTORS

<u>Section 4.1. Management by Board</u>. The affairs of the Corporation shall be managed by its Board of Directors, which may exercise all powers of the Corporation and do all lawful acts and things necessary or appropriate to carry out the purposes of the Corporation.

Section 4.2. Number of Directors; Eligibility. The number of Directors shall be fixed by the Board of Directors within the range set forth in the Articles of Incorporation, provided that no diminution in number of Directors shall serve to reduce an incumbent Director's term. At no time shall more than 49% of the Directors on the Board be "financially interested persons" as that term is defined in 13-B M.R.S.A. § 713-A, or any successor provision thereof. Furthermore, to the extent prohibited by the Corporation's Charter Contract with the Maine Charter School Commission no Director shall receive compensation from the Corporation for services provided while serving as a Director.

Section 4.3. Election and Term of Office. The Directors shall be elected by the Board of Directors at its Annual Meeting. At the next Annual Meeting following the adoption of these Bylaws, one third of the Directors will be elected for a one (1) year term, one third will be elected for a two (2) year terms, and one third will be elected for a three (3) year term. Such terms will be assigned to the Directors by random drawing or such other means as determined by

the Board, and the resulting terms of one (1) or two (2) years shall not count toward the term limits imposed by Section 4.4. Thereafter, each Director shall be elected to serve for a three (3) year term of office unless he or she sooner resigns or is removed.

Section 4.4 Term Limits. An individual may serve no more than two (2) consecutive 3-year terms. Any individual who has become ineligible for board service due to the foregoing term limit shall be eligible to serve as a Director after a 1-year absence from the Board. For purposes of this Section 4.4, the period between two consecutive Annual Meetings shall constitute one year.

Section 4.5. Vacancies. Any vacancy occurring on the Board of Directors may be filled by the affirmative vote of a majority of the remaining Directors. A person appointed to fill a vacancy shall serve until expiration of the term that would have been served had the vacancy not occurred. If any Director is elected to fill a vacancy for an unexpired term, the unexpired portion of the term he/she is filling shall not count toward the term limits imposed by Section 4.4.

Section 4.6. Removal of Directors. The Board of Directors may suspend or remove a Director at any time, with or without cause, by a two-thirds (2/3) affirmative vote of the Directors then in office.

<u>Section 4.7. Resignation</u>. Any Director may resign at any time by giving written notice to the Chair or Secretary. Such resignation shall take effect on the date of the receipt or at any later time specified in such notice.

<u>Section 4.8. Compensation</u>. Directors as such shall not receive any stated salaries for their services, but by resolution of the Board of Directors, the expense of attendance, if any, may be allowed for attendance at any meeting of the Board; but nothing herein shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefor.

<u>Section 4.9. Loans to Directors Prohibited</u>. The Corporation shall make no loans to any Director.

### ARTICLE V MEETING

Section 5.1. Annual Meeting. The Board of Directors shall meet annually (the "Annual Meeting") for the purpose of electing the Directors and Officers then standing for election or reelection as the case may be, and for the transaction of such other business as may come before

the meeting. The Annual Meeting shall be held prior to July 1 at such time and place as shall be designated by the Board of Directors.

Section 5.2. Regular Meetings. Regular meetings of the Board of Directors may be held at such time and at such place as may from time to time be determined by the Board of Directors. It is expected that the Board of Directors will meet monthly.

Section 5.3. Special Meetings of Directors. Special Meetings of the Board of Directors may be called by the Chair on his or her own motion or upon written request of at least one-third (1/3) of the Directors, and (a) held not less than twenty-four (24) hours nor more than twenty-eight (28) days after such notice is given to each Director, either personally, by electronic mail or by telephone or (b) held not less than three (3) nor more than twenty-eight (28) days after such notice is given to each Director by mail only.

Section 5.4. Notice. Whenever under the provisions of the statutes, Articles of Incorporation or these Bylaws notice is required to be given to any Director, such notice must be given in writing by personal delivery, electronic mail, U.S. mail, reputable commercial mail, carrier, or telephone, at the address, email address, or phone number last supplied to the Corporation by such Director, with postage or other delivery fees prepaid. Notice by regular mail shall be deemed to be given at the time it is deposited in the United States Mail. Notice by electronic mail shall be deemed to be given at the time it is sent.

Section 5.5. Waiver. Whenever under the provisions of the statutes, Articles of Incorporation of these Bylaws notice is required to be given to any Director, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. Attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting unless required by law or these Bylaws.

Section 5.6. Directors' Participation by Telephone. The Directors or any committee of the Board of Directors may hold a meeting by conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and such participation in a meeting shall constitute presence of the Director or committee member at such meeting. Notice of such meeting shall give each Director or committee member the telephone number at which, or other manner in which, he or she may participate in the meeting.

Section 5.7. Quorum; Adjournment. A majority of the Directors then in office shall constitute a quorum for the transaction of business. If a quorum shall cease to be present at any duly called and noticed meeting of Directors at which a quorum was once present, the Directors present thereafter may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present. At the resumed meeting, the Board may transaction any business that might have been transacted at the meeting at which the adjournment was taken.

Section 5.8. Conduct of Meeting; Record of Meetings. The Chair or, in his or her absence, any Director chosen by the Directors present, shall call meetings of the Board of Directors to order and shall act as the presiding officer for the meeting. The Secretary or, if he or she does not participate in the meeting, one of the Directors designated by the Board participating in the meeting shall keep a record of the meeting.

Section 5.9. Manner of Acting. Except as specified by law of these Bylaws, the Board of Directors shall act by a majority vote of the Directors present at any duly called and noticed meeting at which a quorum is present. Each Director shall have one (1) vote.

<u>Section 5.10.</u> Board Action by <u>Unanimous Consent</u>. Any action required or permitted to be taken at a meeting of the Directors may be taken without a meeting if each Director consents to such action described in writing setting forth the action so taken, signed by all of the Directors, and filed with the minutes of the meetings of the Board of Directors.

Section 5.11. Informal Action by Directors. Action of the Directors may be taken in accordance with the provisions of Section 708 of the Maine Nonprofit Corporations Act, Title 13-B M.R.S.A. In amplification of, and not in limitation of the foregoing, action taken by agreement of a majority of Directors shall be deemed action of the Board of Directors if all Directors know of the action taken and no Director makes prompt objection to such action. Objection by a Director shall be effective if written objection to any specific action so taken is filed with the Secretary of this Corporation within twenty-one (21) days of such specific action.

### ARTICLE VI OFFICERS AND AGENTS

<u>Section 6.1. Officers</u>. The Officers of the Corporation's Board of Directors shall be a Chair, a Treasurer, a Secretary, and such other officers as the Board of Directors may from time to time designate. The Chair, Treasurer, and Secretary shall be elected by the Board of Directors at each Annual Meeting, after the election of Directors.

Section 6.2. Other Officers and Agents. The Board of Directors may appoint additional officers and agents, as it shall deem necessary. Such officers and agents shall hold their offices for such terms and shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Directors.

<u>Section 6.3. Compensation</u>. The compensation, if any, of all additional officers and agents of the Corporation shall be fixed by the Board of Directors.

Section 6.4. Loans to Officers Prohibited. The Corporation shall make no loans to any Officer.

Section 6.5. Term and Removal of Officers. Each Officer shall hold office for a term of one (1) year or until his or her successor has been duly nominated and elected, but this provision shall not be construed as prohibiting an individual from holding an office for two or more consecutive terms. The term of each Officer shall commence upon election. Any Officer may be removed with or without cause at any time by an affirmative vote of a majority of the Directors at a duly called and noticed meeting at which a quorum is present. Any vacancy occurring in any office of the Corporation shall be filled by vote of the Directors.

Section 6.6. Chair. The Chair shall, when present, chair all meetings of the Board of Directors. He or she shall inform himself or herself concerning all affairs of the Corporation and see that the duties of the officers and employees are properly discharged; that the Bylaws of the Corporation are observed; and that all statements and return required by law are made; and he or she shall assume such share in the management of the Corporation's business as the Directors may determine. The Chair shall perform all duties incident to the office of the Chair. The Chair shall serve as President of the Corporation.

Section 6.7. Treasurer. The Treasurer shall have charge and custody of and be responsible for all corporate funds and securities; keep full and accurate accounts of receipts and disbursements and books belonging to the Corporation; and deposit all monies and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors. He or she shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the Chair and the Board of Directors at its regular meetings or when the Directors shall require, an account of his or her transactions as Treasurer and of the financial condition of the Corporation. If required by the Board of Directors, the Treasurer shall provide a bond in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him/her.

Section 6.8. Secretary. The Secretary shall keep written records of all meetings of the Corporation and the Board of Directors. The Secretary shall be responsible for keeping all additional documentation necessary for the administration and management of the Corporation and shall be responsible for providing required notice of meetings for the Directors. The Secretary shall provide all written records of the Corporation to his/her successor.

## ARTICLE VII COMMITTEES

Section 7.1. Committees. The Board of Directors may establish an Executive Committee and other committees and may delegate, to the extent permitted by law, to such committee or committees all the authority of the Board of Directors, or any such portion of authority, as it deems appropriate to assist in the management of the Corporation.

Section 7.2. Composition. The Board of Directors shall appoint the members of each committee. Each committee shall have at least three (3) members and shall consist of at least one (1) Director, and the Chair shall appoint a Director on each committee to serve as the Chairperson of such committee. The Executive Committee shall be comprised of Directors only. Other committees may include non-Directors.

# ARTICLE VIII FINANCES

Section 8.1. Checks. All checks or demands for money and notes of the Corporation shall be signed by the Treasurer and such other officers or persons as the Board of Directors may from time to time designate. Notwithstanding the foregoing, authorized signatories other than the Treasurer shall be authorized to sign checks of the Corporation only for amounts not exceeding \$10,000.

<u>Section 8.2. Financial Commitments</u>. No person shall financially commit the Corporation without the express authorization of the Board of Directors.

<u>Section 8.3. Fiscal Year</u>. The fiscal year of the Corporation shall end on the last day of June unless otherwise fixed by resolution of the Board of Directors.

# ARTICLE IX LIABILITY: INDEMNIFICATION

<u>Section 9.1. Indemnification</u>. The Corporation shall in all cases, to the fullest extent permitted by the Maine Nonprofit Corporations Act, Title 13-B M.R.S.A. (the "Act"), indemnify

any person who was or is involved in any manner (including, without limitation, as a party or a witness) in any threatened, pending or completed investigation, claim, action, suit, or proceeding, whether civil, criminal, administrative, or investigative (including, without limitation, any action, suit, or proceeding brought by or in the right of the Corporation to procure a judgment in its favor) by reason of the fact that that person is or was a Director or Officer of the Corporation, against all liabilities and expenses actually and reasonably incurred by the person in connection with such actions, suites or proceedings including but not limited to attorneys' fees, judgments, fines and amounts paid in settlement.

<u>Section 9.2. Payment of Expenses in Advance</u>. Expenses (including attorneys' fees) incurred in defending a civil or criminal action, suit or proceeding referred to in Section 9.1 may be paid by the Corporation in advance of the final disposition if such action, suit or proceeding as permitted by, and under the terms required by, applicable law.

Section 9.3. Other Rights. The indemnification provided by these Bylaws shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under any statute, agreement, vote of disinterested Directors or otherwise, both as to action in his/her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee, or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 9.4. Insurance. The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or is or was serving at the request of the Corporation as a member, Director, Officer employee or agent of another corporation, partnership, joint venture, trust or other enterprise; this insurance to be against any liability asserted against him/her and incurred by him/her in any such capacity, or arising out of his/her status as such, whether or not the Corporation would have the power to indemnify him/her against such liability under the provisions of these Bylaws.

### ARTICLE X CONFLICTS OF INTEREST

Section 10.1. General. As set forth in this Sections 10.2 through 10.4, a transaction may be approved by the Board of Directors (or a committee thereof) notwithstanding a conflict of interest if the transaction is fair at the time it is entered into, and if the material facts of the transaction and the director's or officer's interest are disclosed or known to the Directors (or members of a committee thereof) when they approve the transaction. The provisions of the Article X apply in addition to the Corporation's Conflict of Interest Policy.

Section 10.2. "Conflict-of-Interest Transaction" Defined. A conflict-of-interest transaction is a transaction in which a Director or Officer of a corporation has a direct or indirect financial interest. For the purposes of this section, a director or officer has an indirect interest in a transaction if:

- (a) Another entity in which the Director of Officer has a material interest or in which the Director or Officer is a general partner is a party to the transaction; or
- (b) Another entity of which the Director of Officer is a director, officer or trustee is a party to the transaction.

Section 10.3. Procedure for Approval. A transaction in which a Director or Officer of the Corporation has a conflict of interest may be approved before or after consummation of the transaction by the Board of Directors, or a committee of the Directors, only in the transaction is fair and equitable to the Corporation. The Board or committee may authorize, approve or ratify a transaction under this section if the material facts of the transaction and the Director's or Officer's interest are disclosed or known to the Board or committee of the Board. A Conflict-of-Interest transaction is approved if it receives the affirmative vote of a majority of those Directors who do not have a conflict of interest with respect to the transaction (hereafter the "Disinterested Directors"), but such a transaction shall not be approved by a single Director. If a majority of the Disinterested Directors of the Corporation then in office vote to approve the transaction, then a quorum shall be deemed to be present.

<u>Section 10.4. Disclosure; Manner of Acting</u>. The Directors shall guide their conduct with respect to conflict of interest transactions through implementation of the following procedural safeguards:

- (a) Prior to taking his or her position on the Board of Directors and annually thereafter, each Director shall submit in writing to the Chair a list of all business and other organizations of which the Director is an officer, director, trustee, member, owner (either as a sole proprietor or partner), shareholder with at least 5% interest in all outstanding vote shares, employee or agent with which the Corporation has, or might be expected to have, a relationship or a transaction in which the Director might have a conflicting interest. Each written statement will be resubmitted with any necessary changes annually. The Chair shall become familiar with the statements of all Directors in order to guide his or her conduct should a conflict arise. The Treasurer of the Corporation shall be familiar with the statement filed by the Chair.
- (b) At such time as any matter comes before the Board of Directors in such a way as to give rise to a conflict of interest, the affected Director shall make known the potential

conflict, whether disclosed by the Director's written statement or not, and after answering any questions that might be asked of him or her, shall withdraw from the meeting for so long as the matter shall continue under discussion. Should the matter be brought to a vote, the affected Director shall not vote thereon. In the vent that such Director fails to withdraw voluntarily, the Chair is empowered to and shall require that the affected Director remove himself or herself from the room during both the discussion and vote on the matter. In the event the conflict of interest affects the Chair, the Treasurer is empowered to and shall require that the Chair remove himself or herself in the same manner, and for the duration of discussion and action on the matter, the Treasurer shall preside.

(c) If the matter is the item of business for which a special meeting of the Board of Directors was called, the affected Director shall not be counted to establish a quorum, nor shall he or she participate in the deliberations or vote thereon.

# ARTICLE XI DISSOLUTION

Upon dissolution of this Corporation, its assets will be distributed by the board of directors to organizations which are exempt from federal income tax or the federal, state or local government for exclusively public purposes, consistent with Section 501(c)(3) of the Internal Revenue Act and the regulations thereunder as they now exist or may hereafter be amended.

# ARTICLE XII AMENDMENTS

These Bylaws may be amended or repealed or new Bylaws adopted by a two-thirds (2/3) vote of the Directors then in office.

A new interactive version of Form 1023 is available at <a href="StayExempt.irs.gov">StayExempt.irs.gov</a>. It includes prerequisite questions, auto-calculated fields, help buttons and links to relevant information.

### Form **1023**

(Rev. December 2013)
Department of the Treasury
Internal Revenue Service

# **Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code**

▶ (Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

(00) OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Pai	Identification of Applicant							
1	Full name of organization (exactly as it appears in your organizing	2 c/o Name (if	applic	able)				
Way	finder Academy							
3	Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identifi					
P.O	. Box 65		81-35	1952	7			
	City or town, state or country, and ZIP + 4	5 Month the annual accounting period ends (01						
Nev	Gloucester, Maine 04260		6					
6	Primary contact (officer, director, trustee, or authorized repres	entative)						
	a Name: Paul Andrews		<b>b</b> Phone:	(2	07) 9:	26-453	32	
			c Fax: (optional	)				
8	provide the authorized representative's name, and the name ar representative's firm. Include a completed Form 2848, Power of Representative, with your application if you would like us to co.  Was a person who is not one of your officers, directors, trusted representative listed in line 7, paid, or promised payment, to he the structure or activities of your organization, or about your firm.	of Attorney and mmunicate wit es, employees, elp plan, mana ancial or tax n	Declaration of th your representa or an authorized ge, or advise you natters? If "Yes,"			Yes		No
	provide the person's name, the name and address of the person promised to be paid, and describe that person's role.	on's firm, the a	mounts paid or					
9a	Organization's website:							
b	Organization's email: (optional)							
10	Certain organizations are not required to file an information retu are granted tax-exemption, are you claiming to be excused fro "Yes," explain. See the instructions for a description of organiz Form 990-EZ.	m filing Form 9	990 or Form 990-	EZ? If		Yes		No
11	Date incorporated if a corporation, or formed, if other than a co	orporation. (I	MM/DD/YYYY)	08	/ 01	/	2016	
12	Were you formed under the laws of a <b>foreign country?</b> If "Yes," state the country.					Yes		No
For F	Paperwork Reduction Act Notice, see page 24 of the instructions.	Cat.	No. 17133K		Form	1023	(Rev. 12	-2013)

	1023 (Rev. 12-2013) (00) Name:		EIN: =			Pa	ge 2		
You	must be a corporation (including instructions.) DO NOT file this		nincorporated association, or a trust	to be	tax ex	empt.	_		
1	Are you a corporation? If "Y	es," attach a copy of your articles o state agency. Include copies of any	f incorporation showing certification	n 🗹	Yes		No		
2	certification of filing with the ap a copy. Include copies of any a	propriate state agency. Also, if you are	f your articles of organization showing dopted an operating agreement, attacl ure they show state filing certification. file its own exemption application.	1 1	Yes		No		
3		issociation? If "Yes," attach a copy organizing document that is dated a pies of any amendments.			Yes		No		
	and dated copies of any ame	ach a signed and dated copy of you ndments. " explain how you are formed without	Ţ,		Yes		No		
5	Have you adopted bylaws? I	f "Yes," attach a current copy show	ing date of adoption. If "No," explain		Yes		No No		
Par	how your officers, directors, of the Required Provision	s in Your Organizing Documer	nt				_		
o mo does origir	following questions are designed eet the organizational test under a not meet the organizational test. nal and amended organizing docu	to ensure that when you file this applic section 501(c)(3). Unless you can check <b>DO NOT file this application until you</b> ments (showing state filing certification	ation, your organizing document contain the boxes in both lines 1 and 2, your or u have amended your organizing doc if you are a corporation or an LLC) with	organizi ument. h your a	ng doc Submi	ument t your tion.	sions		
1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): See Ex. A-Art. of Incorporation									
2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.									
2b	If you checked the box on lin Do not complete line 2c if you	e 2a, specify the location of your did u checked box 2a. See Bylaws Ar	ssolution clause (Page, Article, and I ticle XI	⊃aragra	aph).				
2¢		nation about the operation of state I law for your dissolution provision a	aw in your particular state. Check the nd indicate the state:	is box	if				
Par	t IV Narrative Descripti	on of Your Activities					_		
his ii ipplid letail	nformation in response to other p cation for supporting details. You is to this narrative. Remember the ription of activities should be thor	arts of this application, you may summ may also attach representative copies at if this application is approved, it will l ough and accurate. Refer to the instruc	narrative. If you believe that you have a arize that information here and refer to of newsletters, brochures, or similar do be open for public inspection. Therefore tions for information that must be inclu-	the spe cument , your o ded in y	cific pa s for si narrativ your de	arts of tupportine	the ng		
Par		Other Financial Arrangements dependent Contractors	With Your Officers, Directors,	Trus	tees,				
1a	List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual <b>compensation</b> , or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.								
lame		Title	Mailing address		ensation al actual				
See	Attached	060							
				2					

	4000 (F) 40 0040) (70) vi						
		Other Financial Arrangen dependent Contractors (Co	ens: – nents With Your Officers, Directors, ontinued)	Trus	tees,	Pa	age (
b	List the names, titles, and ma receive compensation of more	iling addresses of each of you e than \$50,000 per year. Use t	r five highest compensated employees whe actual figure, if available. Refer to the clude officers, directors, or trustees listed	instruc	tions fo	will or	
Varne		Title	Mailing address		ensation al actual		
Jos	eph Hufnagel	Residential Director	P.O. Box 50 New Gloucester, Maine 04260		\$	65,00	0.00
		^					
С	that receive or will receive co		es of your five highest compensated <b>inder</b> 000 per year. Use the actual figure, if ava ation.				
lame		Title	Mailing address		ensation al actual		
See	Attached						
			d relationships, transactions, or agreements vensated independent contractors listed in line				
2a	Are any of your officers, directive relationships? If "Yes," identi	tors, or trustees <b>related</b> to each	ch other through family or business he relationship.		Yes	<b>✓</b>	No
b	Do you have a business relati through their position as an o	onship with any of your officer	s, directors, or trustees other than Yes," identify the individuals and describe		Yes		No
C	highest compensated indeper		r highest compensated employees or es 1b or 1c through family or business ne relationship.		Yes		No
3a		ntractors listed on lines 1a, 1b	ensated employees, and highest b, or 1c, attach a list showing their name,				
b	other organizations, whether t	ntractors listed on lines 1a, 1b ax exempt or taxable, that are individuals, explain the relation	sated employees, and highest o, or 1c receive compensation from any e related to you through <b>common</b> nship between you and the other		Yes		No
4	employees, and highest comp	pensated independent contract mended, although they are not	trustees, highest compensated tors listed on lines 1a, 1b, and 1c, the trequired to obtain exemption. Answer				
	-		gernents follow a conflict of interest policy? advance of paying compensation?		Yes Yes		No No

c Do you or will you document in writing the date and terms of approved compensation arrangements?

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Par	t V Compensation and Other Financial Arrangements With Your Officers, Directors, Tree Employees, and Independent Contractors (Continued)	rus	tees,		
d	Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?	<b>V</b>	Yes		No
е	Do you or will you approve compensation arrangements based on information about compensation paid by <b>similarly situated</b> taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.		Yes		No
f	Do you or will you record in writing both the information on which you relied to base your decision and its source?		Yes		No
g	If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is <b>reasonable</b> for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.				
5a	Have you adopted a <b>conflict of interest policy</b> consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.		Yes		No
b	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?				
С	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?				
	<b>Note:</b> A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.				
6a	Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through <b>non-fixed payments</b> , such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.		Yes		No
b	Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.		Yes		No
	Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine that you pay no more than fair market value. Attach copies of any written contracts or other agreements relating to such purchases.		Yes		No
	Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.		Yes		No
	Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.		Yes		No
c d e	Describe any written or oral arrangements that you made or intend to make.  Identify with whom you have or will have such arrangements.  Explain how the terms are or will be negotiated at arm's length.  Explain how you determine you pay no more than fair market value or you are paid at least fair market value.  Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.		9		
	Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.		Yes		No

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### Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- **b** Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

٠	Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.				
Pa	rt VI Your Members and Other Individuals and Organizations That Receive Benefits Fr	om	You		
	following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and or our activities. Your answers should pertain to past, present, and planned activities. (See instructions.)	rgani	zations	as pa	art
1a	In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.		Yes		No
b	In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.		Yes		No
2	Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.		Yes		No
3	Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.		Yes		No
-	rt VII Your History				
	following "Yes" or "No" questions relate to your history. (See instructions.)	_			
1	Are you a <b>successor</b> to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G.	Ш	Yes		No
2	Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.		Yes	<b>/</b>	No
Pai	rt VIII Your Specific Activities				-
The ansv	following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropri vers should pertain to past, present, and planned activities. (See instructions.)	ate b	ox. Yo	ur	
1	Do you support or oppose candidates in political campaigns in any way? If "Yes," explain.		Yes		No
2a	Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.	<b>V</b>	Yes		No
b	Have you made or are you making an <b>election</b> to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.		Yes		No
3а	Do you or will you operate bingo or <b>gaming</b> activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. <b>Revenue and expenses</b> should be provided for the time periods specified in Part IX, Financial Data.		Yes		No
b	Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.		Yes		No
C	List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.				

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Pa	t VIII Your Specific Activities (Continued)							
4a	Do you or will you undertake <b>fundraising?</b> If "Yes," conduct. (See instructions.)	che	ck all the fundraising programs you do or will		Y	'es		No
	mail solicitations		phone solicitations					
	email solicitations		accept donations on your website					
	personal solicitations	<b>/</b>		web	sit	te		
	vehicle, boat, plane, or similar donations	<b>/</b>	government grant solicitations					
	foundation grant solicitations	<b>/</b>	Other					
	Attach a description of each fundraising program.							
h	Do you or will you have written or oral contracts wit	h ar	av individuals or organizations to raise funds		v	'es		No
	for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements.				•	63		140
С	Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements.				Y	'es		No
d	List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.							
е	Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.				Y	'es		No
5	Are you affiliated with a governmental unit? If "Yes,				_	'es	$\overline{\Box}$	No
	Do you or will you engage in economic developme					'es		No
_	Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.					<b>E</b> 5		NO
7a	Do or will persons other than your employees or volunteers <b>develop</b> your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.				Y	'es		No
b	Do or will persons other than your employees or volunteers <b>manage</b> your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees.				Y	es		No
С	If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.							
8	Do you or will you enter into <b>joint ventures</b> , including partnerships or <b>limited liability companies</b> treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate.				Y	'es		No
9a	Are you applying for exemption as a childcare organ lines 9b through 9d. If "No," go to line 10.	izat	ion under section 501(k)? If "Yes," answer		Y	es		No
b	Do you provide child care so that parents or caretakers of children you care for can be <b>gainfully employed</b> (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).				Y	es		No
С	Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).					es		No
d	Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k).					es		No
0	Do you or will you publish, own, or have rights in muscientific discoveries, or other <b>intellectual property</b> own any copyrights, patents, or trademarks, whether determined, and how any items are or will be produced.	? If	"Yes," explain. Describe who owns or will es are or will be charged, how the fees are		Y	es		No

orm	1023 (Rev. 12-2013) (00) Name: EIN:	-			Pa	ige 7
Pai	rt VIII Your Specific Activities (Continued)					
11	Do you or will you accept contributions of: real property; conservation easements; closely he securities; intellectual property such as patents, trademarks, and copyrights; works of music licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? describe each type of contribution, any conditions imposed by the donor on the contribution, any agreements with the donor regarding the contribution.	or art; f "Yes,"		Yes		No
12a	Do you or will you operate in a <b>foreign country</b> or <b>countries?</b> If "Yes," answer lines 12b thro 12d. If "No," go to line 13a.	ugh		Yes		No
b	Name the foreign countries and regions within the countries in which you operate.					
	Describe your operations in each country and region in which you operate.					
d	Describe how your operations in each country and region further your exempt purposes.					
13a	Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answ 13b through 13g. If "No," go to line 14a.	er lines		Yes		No
b	Describe how your grants, loans, or other distributions to organizations further your exempt purpos	es.				
C	Do you have written contracts with each of these organizations? If "Yes," attach a copy of each co	ntract.		Yes		No
ď	Identify each recipient organization and any relationship between you and the recipient orga	nization.				
е	Describe the records you keep with respect to the grants, loans, or other distributions you m	ake.				
f	Describe your selection process, including whether you do any of the following:		_		_	
	(i) Do you require an application form? If "Yes," attach a copy of the form.		Ш	Yes		No
	(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies responsibilities and those of the grantee, obligates the grantee to use the grant funds only purposes for which the grant was made, provides for periodic written reports concerning of grant funds, requires a final written report and an accounting of how grant funds were and acknowledges your authority to withhold and/or recover grant funds in case such fun or appear to be, misused.	for the the use used,		Yes		No
g	Describe your procedures for oversight of distributions that assure you the resources are use further your exempt purposes, including whether you require periodic and final reports on the resources.					
14a	Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes, answer lines 14b through 14f. If "No," go to line 15.	"		Yes		No
b	Provide the name of each foreign organization, the country and regions within a country in wheach foreign organization operates, and describe any relationship you have with each foreign organization.	nich				
C	Does any foreign organization listed in line 14b accept contributions earmarked for a specific or specific organization? If "Yes," list all earmarked organizations or countries.	country		Yes		No
d	Do your contributors know that you have ultimate authority to use contributions made to you discretion for purposes consistent with your exempt purposes? If "Yes," describe how you reinformation to contributors.			Yes		No
е	Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describinguiries, including whether you inquire about the recipient's financial status, its tax-exempt sunder the Internal Revenue Code, its ability to accomplish the purpose for which the resource provided, and other relevant information.	tatus		Yes		No
f	Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procincluding site visits by your employees or compliance checks by impartial experts, to verify the funds are being used appropriately.			Yes		No

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Pa	rt VIII Your Specific Activities (Continued)			
15	Do you have a close connection with any organizations? If "Yes," explain.	<b>V</b>	Yes	☐ No
16	Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain.		Yes	☑ No
17	Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain.		Yes	☑ No
18	Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain.		Yes	☑ No
19	Do you or will you operate a <b>school</b> ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.		Yes	☐ No
20	Is your main function to provide hospital or medical care? If "Yes," complete Schedule C.		Yes	☑ No
21	Do you or will you provide <b>low-income housing</b> or housing for the <b>elderly</b> or <b>handicapped?</b> If "Yes," complete Schedule F.		Yes	☑ No
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H.	, 🗆	Yes	<b>∠</b> No
	Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.			

EIN:

# Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

			A. Statement of	f Revenues and			
		Type of revenue or expense	Current tax year		years or 2 succeeding		
			(a) From 8/2016 To 6/2017	(b) From 7/2017 To 6/2018	(c) From 7/2018 To 6/2019	(d) From 7/2019 To 6/2020	(e) Provide Total for (a) through (d)
	1	Gifts, grants, and contributions received (do not include unusual grants)	\$40,875.00	\$948,350.00	\$956,597.00	\$949,286.00	
	2	Membership fees received					
	3	Gross investment income					
	4	Net unrelated business income					
	5	Taxes levied for your benefit					
Revenues	6	Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7	Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	8	Total of lines 1 through 7	\$40,875.00	\$948,350.00	\$956,597.00	\$949,286.00	
	9	Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)		\$915,522.00	\$1,140,974.00	\$1,356,234.00	
	10	Total of lines 8 and 9	\$40,875.00	\$1,863,872.00	\$2,097,571.00	\$2,305,520.00	
	11	Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12	Unusual grants					
	13	Total Revenue Add lines 10 through 12	\$40,875.00	\$1,863,872.00	\$2,097,571.00	\$2,305,520.00	
	14	Fundraising expenses	\$16,875.00	\$75,677.00	\$75,677.00	\$75,677.00	
	15	Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16	Disbursements to or for the benefit of members (attach an itemized list)					
Expenses	17	Compensation of officers, directors, and trustees					
e	18	Other salaries and wages		\$1,070,206.00	\$1,197,857.00	\$1,288,420.00	
X	19	Interest expense					
	20	Occupancy (rent, utilities, etc.)		\$174,745.00	\$176,695.00	\$178,675.00	
	21	Depreciation and depletion				<b>A</b> 44.650.53	
	22	Professional fees	\$14,000.00	\$33,500.00	\$14,175.00	\$14,850.00	WILLIAM STATES
	23	Any expense not otherwise classified, such as program services (attach itemized list)		\$489,744.00	\$513,166.00	\$537,898.00	
	24	Total Expenses Add lines 14 through 23	\$40,875.00	\$1,843,872.00			

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Form	1023	/Pay	12-2013)	

(00) Name:

B. Balance Sheet (for your most recently completed tax year)  Assets  Assets    Cash	Pai	rt IX Financial Data (Continued)		
Cash. 2 Accounts receivable, net		B. Balance Sheet (for your most recently completed tax year)	Year End:	2016
Accounts receivable, net 3   3   sherefores   3   3   4   4   5   5   5   5   5   5   5   5		Assets	(Whole	dollars)
Inventories  Bonds and notes receivable (attach an itemized list)  Corporate stocks (attach an itemized list)  Corporate stocks (attach an itemized list)  Corporate stocks (attach an itemized list)  Cother investments (attach an itemized list)  Depreciable and depletable assets (attach an itemized list)  Depreciable and depletable assets (attach an itemized list)  Depreciable and depletable assets (attach an itemized list)  Land  Depreciable and depletable assets (attach an itemized list)  Land  Depreciable and depletable assets (attach an itemized list)  Labilities  Labilities  Labilities  Labilities  Labilities  Labilities  Labilities  Labilities  Accounts payable  Contributions, gifts, grants, etc. payable  Labilities  Labilities  Labilities  Labilities  Labilities  Accounts payable  Contributions, gifts, grants, etc. payable  Labilities  Labilities  Labilities  Labilities  Accounts payable  Contributions, gifts, grants, etc. payable  Labilities  Labilities  Labilities  Accounts payable  Cother liabilities (attach an itemized list)  Labilities  Cother liabilities (attach an itemized list)  Labilities  Accounts payable  Total Lubalities (attach an itemized list)  Labilities  Total fund balances or net assets  Fund Balances or Net Assets  Total fund balances or net assets  Total fund balan	1	Odsii		
Bonds and notes receivable (attach an itemized list) 5 Corporate stocks (attach an itemized list) 5 Corporate stocks (attach an itemized list) 6 Coans receivable (attach an itemized list) 6 Coans receivable (attach an itemized list) 7 Other investments (attach an itemized list) 7 Other investments (attach an itemized list) 8 Depreciable and depletable assets (attach an itemized list) 8 Land 10 Other assets (attach an itemized list) 10 University 11 Total Assets (add lines 1 through 10) 11 Liabilities 12 Accounts payable 11 Liabilities 12 Contributions, gifts, grants, etc. payable 11 Other liabilities (attach an itemized list) 12 Contributions, gifts, grants, etc. payable 11 Other liabilities (attach an itemized list) 14 Mortgages and notes payable (attach an itemized list) 15 Other liabilities (attach an itemized list) 15 Total fund balances or net assets 15 Total fund balances or net assets 17 Total fund balances 17 Total fund balances or net assets 18 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balances 17 Total fund balan		7.000dillo redelvable, net		
Scorporate stocks (attach an itemized list)		inventories ,		
Loans receivable (attach an iternized list)		bonds and notes receivable (attach an itemized list)		-
7 Other investments (attach an itemized list)		Corporate stocks (attach an itemized list)		
B Depreciable and depletable assets (attach an itemized list)		Loans receivable (attach an itemized list)		
Septendiation desperation desperation in terminated list)  10 Other assets (attach an itermized list)  11 Total Assets (add lines 1 through 10)  12 Accounts payable  13 Contributions, gifts, grants, etc. payable  14 Mortgages and notes payable (attach an itemized list)  15 Other liabilities (attach an itemized list)  16 Total Liabilities (add lines 12 through 15)  17 Total fund balances or net assets  18 Total Liabilities (add lines 12 through 15)  19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.  Part X Public Charity Status  Part X Public Charity Status  Part X Public Charity Status  Part X public Char		Other investments (attach an itemized list)	<del>                                     </del>	
10 Other assets (attach an itemized list)		Depreciable and depletable assets (attach an itemized list).		
Total Assets (add lines 1 through 10)		Other assets (attach an itemized list)		0
Liabilities   12   13   13   14   14   15   15   15   15   15   15				
13 Contributions, gifts, grants, etc. payable   13   14   14   15   15   15   16   16   16   16   16	•			
Contributions, gifts, grants, etc. payable	12	Accounts payable		
Mortgages and notes payable (attach an itemized list)   15   15   15   16   15   16   15   16   16	13			
Total fund balances or net assets  Total fund balances or net assets  Total fund balances or net assets  Total Liabilities and Fund Balances or Net Assets  Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)  Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.  Part X Public Charity Status  Part X Is designed to classify you as an organization that is either a private foundation or a public charity. Public charity is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. (See instructions.)  1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. Yes If you are unsure, see the instructions.  b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.  2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.  4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are like	14	Mortgages and notes payable (attach an itemized list)		
Fund Balances or Net Assets	15			
Total Luabilities and Fund Balances or Net Assets (add lines 16 and 17) 18  Total Luabilities and Fund Balances or Net Assets (add lines 16 and 17) 18  Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.  Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charits is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. (See instructions.)  1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions.  b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.  2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.  4 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line	16	Total Liabilities (add lines 12 through 15)		0
Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)				
Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.			-	0
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Part X   Public Charity Status   Part X   Status   Charity Status   Part X   Status   Charity Status   Part X   Status   Charity   Status   Part X   Status	19		」 Yes	✓ No
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is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. (See instructions.)  1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed.     Yes   Ye			ublic char	itv status
1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed.   If you are unsure, see the instructions.  b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.  2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.  3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4.  4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation; or (2) a statement desc	is a	more favorable tax status than private foundation status. If you are a private foundation, Part X is designed		
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<ul> <li>operating foundation; go to the signature section of Part XI. If "No," continue to line 4.</li> <li>Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?</li> <li>If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choice You may check only one box.</li> <li>The organization is not a private foundation because it is:</li> <li>a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.</li> <li>b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.</li> <li>c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research</li> </ul>	2	directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If	Yes	□ No
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You may check only one box.  The organization is not a private foundation because it is:  a 509(a)(1) and 170(b)(1)(A)(I)—a church or a convention or association of churches. Complete and attach Schedule A.  b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.  c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research	4	from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement	Yes	□ No
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<ul> <li>b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.</li> <li>c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research</li> </ul>				
c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research	а	509(a)(1) and 170(b)(1)(A)(I)—a church or a convention or association of churches. Complete and attach Sched	dule A.	
organization operated in conjunction with a nospital. Complete and attach Schedule C.	С		h	
d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.	d	509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g	, or h	

Form	1023 (Re	v. 12-2013)	(00) Name	:				EIN:	03-		Page	11
Pai	t X	Public C	harity Sta	atus (Continued	1)							
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g	509(a)	(1) and 170	)(b)(1)(A)(vi)	—an organizatior ly supported org								
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7	Reven	ues and Ex	cpenses? If	grants during a "Yes," attach a	list includir	ng the name o	of the contribut	tor, the date a		Yes	<b>V</b>	No

Form 1023 (Rev. 12-2013) (00) Name:	EIN:	-	Page <b>12</b>
Part XI Licar Foo Information			

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User

in t	he k	eyword box, or call Customer Account Services at	1-877-829-5500 for current information.	Ŭ	,	
If "	Yes,"	check the box on line 2 and enclose a user fee payr	ment of \$400 (Subject to change—see above).		Yes	<b>☑</b> No
Che	eck tl	he box if you have enclosed the user fee payment of	\$850 (Subject to change).			V
ation Se	inder n, incl	the penalties of perjury that I am authorized to sign this appuding the accompanying schedules and attachments, and to	plication on behalf of the above organization and that is the best of my knowledge it is true, correct, and company of the PAUL D. ANDREWS	nplete.		and Milks Ca
•		(Signature of Officer, Director, Trustee, or other authorized official)	(Type or print name of signer)  CHA (EMAN)  (Type or print title or authority of signer)	•••••		
	Hat If " Che Che are u	Have you if "Yes," If "No," Check to Ch	Have your annual gross receipts averaged or are they expect if "Yes," check the box on line 2 and enclose a user fee paying "No," check the box on line 3 and enclose a user fee paying Check the box if you have enclosed the reduced user fee paying Check the box if you have enclosed the user fee payment of the under the penalties of perjury that I am authorized to sign this appation, including the accompanying schedules and attachments, and to see (Signature of Officer, Director, Trustee, or other)	se  (Signature of Officer, Director, Trustee, or other apthorized official)  (Type or print name of signer)  (CHALPMAN)	Have your annual gross receipts averaged or are they expected to average not more than \$10,000?  If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).  If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).  Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).  Check the box if you have enclosed the user fee payment of \$850 (Subject to change).  The part of \$850 (Subject to change).	Have your annual gross receipts averaged or are they expected to average not more than \$10,000?  If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).  If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).  Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).  Check the box if you have enclosed the user fee payment of \$850 (Subject to change).  The part of you have enclosed the user fee payment of \$850 (Subject to change).  The part of you have enclosed the user fee payment of \$850 (Subject to change).  The part of you have enclosed the user fee payment of \$850 (Subject to change).  The part of you have enclosed the user fee payment of \$850 (Subject to change).  The payment of \$85

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Form 1023 (Rev. 12-2013)

orm	1023 (Rev. 12-2013) (00) Name: EIN: —			Pa	ge <b>1</b> 4
	Schedule B. Schools, Colleges, and Universities				
_	If you operate a school as an activity, complete Schedule B				
	Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B.	V	Yes		No
b	Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school, If "No," do not complete the remainder of Schedule B.		Yes		No.
2a	Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.		Yes	V	No
b	Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.		Yes		No
3	In what public school district, county, and state are you located?				
4	Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?		Yes		No
5	Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.		Yes		No
6	Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.		Yes		No
7	Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services.		Yes		No
	Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.				
8	Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.  Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or		Yes		No
	independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.				
Sec	ction II Establishment of Racially Nondiscriminatory Policy				
130	Information required by Revenue Procedure 75-50.		_		
1	Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557.		Yes		No
2	Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy?		Yes		No
	If "Yes," attach a representative sample of each document.  If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.			▶ □	
3	Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain.		Yes		No
4	Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully.		Yes		No

	1023 (Rev. 12-2013)	(00) Name:					EIN:	-	Page 1
		Sched	lule B. Sch	ools, Colleg	es, and Un	iversities (Co	ontinued)		(Act
5	Complete the tab academic year, or percentages for e	f: (a) the stude ach racial cate	nt body, (b) egory.	the faculty, an	d (c) the adr	ministrative sta	ff. Provide a	ctual numbers	rather than
	If you are not ope the community se	erational, submerved).	nit an estimat	te based on th	e best inforr	mation available	e (such as th	e racial comp	osition of
	Racial Category	(a) S	tudent Body		(b) F	aculty	(c)	Administrativ	ve Staff
		Current Yea	ar Next	Year Cu	rrent Year	Next Year	Currer	nt Year I	Vext Year
	Total								
6	Total								
6	in the table below categories.	, provide the i	number and	amount of loa	ns and scho	larships award	ed to studen	ts enrolled by	racial
6	In the table below	, provide the I		amount of loa		larships award			
6	In the table below categories.			·		, ,			Scholarships
6	In the table below categories.	Number o	of Loans	Amount	of Loans	Number of S	cholarships	Amount of S	
6	In the table below categories.	Number o	of Loans	Amount	of Loans	Number of S	cholarships	Amount of S	Scholarships

7a	Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.		
b	Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain.	☐ Yes	□ No
8	Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.)	☐ Yes	□ No

# **ATTACHMENT TO IRS FORM 1023**

Part I – Identification of Applicant

Line 8. Wayfinder Academy (the "Applicant") is represented by the following attorney:

Andre G. Duchette Taylor, McCormack & Frame, LLC 30 Milk Street, 5<sup>th</sup> Floor Portland, ME 04101

In addition, the following attorneys in the firm of Taylor, McCormack & Frame, LLC have provided legal advice about the Applicant's structure and activities:

# Gregg R. Frame

Attorneys at Taylor, McCormack & Frame, LLC are assisted by non-attorney staff. The Applicant or its Parent (Wayfinder Schools) pay the firm at hourly rates discounted from the attorney's standard hourly rates.

Part III - Required Provisions in Your Organizing Document

Line 1. See attached Exhibit A to Articles of Incorporation

Line 2b. See attached Bylaws at Article XI.

Part IV – Narrative Description of Activities

#### Background

Wayfinder Academy (the "Applicant") was formed by Wayfinder Schools (the "Parent") to operate a public charter school to be established under the Maine public charter schools act. A copy of the Maine public charter school application is attached hereto and incorporated herein by reference. The Applicant has not yet begun operations but expects to be granted a charter by the Maine Public School Commission, an authorizer of public charter schools under the Maine Public Charter School Law, in 2016. The Parent will then lease to the Applicant the land, improvements and equipment thereon to operate the school. The Parent will also provide administrative services under a services agreement and provide financial support, including funding from its endowment.

The Applicant has not yet begun operations. Details of the Applicant's expected activities are set forth in the Charter Application, which is attached hereto and incorporated herein by reference. The Applicant does not expect to conduct other activities, except as described therein.

Part V – Compensation and Other Financial Arrangements with your Officers, Directors, Trustees, Employees and Independent Contractors

Line 1a.

Name	Title	Mailing Address	Compensation Amount
Paul Andrew	Director & Chair	P.O. Box 65, New Gloucester, ME 04260	0
Brenda Chandler	Director & Treasurer	P.O. Box 65, New Gloucester, ME 04260	0
Cathy Martin	Director	P.O. Box 65, New Gloucester, ME 04260	0
Fred Van Liew	Director	P.O. Box 65, New Gloucester, ME 04260	0
Alison End Fineberg	Director	P.O. Box 65, New Gloucester, ME 04260	0
Dr. Phyllis Brazee	Director	P.O. Box 65, New Gloucester, ME 04260	0

Line 1c.

The Parent will provide certain financial and management services to the Applicant. The Parent's mailing address is P.O. Box 65, New Gloucester, ME 04260. The written agreement under which the Parent will provide some of these services is attached to the Charter Application.

Line 3a.

Name	Qualifications*	Hours Worked	Duties
Paul Andrew	See attached resume	4 per month	Chair
Brenda Chandler	See attached resume	4 per month	Treasurer
Cathy Martin	See attached resume	4 per month	Director
Fred Van Liew	See attached resume	4 per month	Director
Alison End Fineberg	See attached resume	4 per month	Director
Dr. Phyllis Brazee	See attached resume	4 per month	Director
Martha Kempe	See attached resume	40+ hours per week	Principal
Joseph Hufnagel	See attached resume	40+ hours per week	Residential Director

Line 5a.

The Applicant's Board adopted the attached Conflict of Interest Policy by unanimous vote on August 24, 2016.

Line 9.

As detailed in the Charter Application and the Lease Agreement and Shared Services Agreement included therewith, the Applicant will lease its campus and much of its equipment from the Parent. The Applicant will also enter into a Shared Services Agreement with the Parent in which its administrative and facilities staff will provide services to the Applicant. The Applicant will directly employ its entire educational staff.

The financial arrangements between the Applicant and the Parent will be consistent with each organization's status as a 501(c)(3) corporation and will be designed to further most efficiently the organization's joint mission and shared values.

Part VI – Your Members & Other Individuals & Organizations That Receive Benefits from You

Line 1a.

The applicant will provide services to students enrolled in its public charter school, Wayfinder Academy, as described under Part IV. Details of the school's expected operations are set forth in the Charter Application.

Part VIII- Your Specific Activities

Line 2a.

The Applicant may seek to advance, through direct and/or grass roots efforts, legislation that would further its charitable purposes.

Line 2b.

The Applicant's attempts to influence legislation will not be a substantial part of its activities.

Line 4a.

The Applicant may engage in fundraising activities to finance its operations. The specific fundraising activities the Applicant will engage in have not yet been determined.

Line 4d.

The Applicant generally expects to conduct its fundraising activities in Maine, with the possible exception of approaches to foundations and federal agencies outside of Maine. All fundraising activities will be undertaken and controlled by the Applicant.

Line 5.

The Applicant expects to enter into a charter agreement with the Maine Charter School Commission, an authorizer of public charter schools under the Maine Public Charter School Law (the "Act"), attached hereto. The Commission will have high level oversight of the Applicant's charter school pursuant to the Act, including the right to renew or terminate the Applicant's charter.

Line 10.

The Applicant may develop and own intellectual property rights in any materials it creates, commissions or otherwise acquires in pursuit of its charitable purposes. There are no current plans regarding any such materials.

Line 11.

The Applicant will consider accepting gifts of such property on a case-by-case basis and may accept such gifts as its board of directors deems appropriate. At this time, the Applicant does not anticipate any specific in-kind contributions.

Line 15.

As previously indicated, the Applicant has a close connection with the Parent.

# Part IX – Financial Data

# Line 23. Expenses:

Administrative	\$5,100	
Computers/Software		
Directors and Officers	\$3,900	
Insurance		
Training and Development	\$1,000	
	\$10,000	

# Schedule B. Schools, Colleges & Universities

Section 1-Operational Information

Line 1.b.

The Wayfinder Academy will be a secondary public charter school, with potential in the future to add an elementary component.

Line 2.b.

As a public charter school under the Act, the Applicant will receive all state and local operating funds for each student from the school administrative unit of the student's residence. Simultaneously with the filing of this application, the Applicant submitted the enclosed Charter Application to the Commission. At this time, a charter has not been granted and a charter contract between the Applicant and the Commission has not been drafted or executed.

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# GENERAL POLICY AND PROCEDURES FOR CONFLICTS OF INTEREST

# Article I – Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace the provisions of Sections 10.1 and 10.2 of the Bylaws. To the extent Sections 10.1 and 10.2 apply to any transaction, the procedures set forth therein shall be followed. In all other cases, the following applies.

# Article II - Definitions

- 1. Interested Person. Any Director, officer, or member of a committee with governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- 2. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:
  - a. An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,
  - b. A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the Board or Board designated committee decides that a conflict of interest exists.

# Article III - Procedures

1. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of the

- committees, if any, with governing Board delegated powers considering the proposed transaction or arrangement.
- 2. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.
- 3. Procedures for Addressing the Conflict of Interest.
  - a. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction of arrangement involving the possible conflict of interest.
  - b. The chair of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - c. After exercising due diligence, the Board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
  - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors or committee members whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
- 4. Violations of the Conflicts of Interest Policy.
  - a. If the Board or committee has reasonable cause to believe a person has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.

b. If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board or committee determines the person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

# <u>Article IV – Records of Proceedings</u>

The minutes of the Board and all committees with Board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

# Article V - Compensation

- a. A voting member of the Board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to the member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

### <u>Article VI – Annual Statements</u>

Each Director, Officer and member of a committee with governing Board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

### Article II – Periodic Reviews

To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

# **Article VIII - Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

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#### **C.2** Governing Board Composition

Wayfinder Academy Board Members have been selected for their experience in the following areas: education, finance and law, as well as added skills in the fields of health, human resources and restorative justice. Other qualifying factors include: demonstrated commitment to their communities; familiarity with Wayfinder Schools' history, mission and vision; and ability to actively participate in the Wayfinder Academy Board of Directors. The board will provide financial and HR oversight, and be intimately involved in evaluating the success of the program. Current Board members represent Cumberland County, Androscoggin, Knox and Penobscot Counties. WA seeks further representation from Washington County, to ensure representation from all three counties in which WA has campus sites.

No employee of Wayfinder Academy will serve as a voting member of the board, and CEO Dr. Dorothy Foote will serve as a non-voting ex officio member.

#### **Wayfinder Academy Board of Directors**

**Paul Andrews, Chair**: Paul is a retired Human Resources Executive with extensive experience in insurance, strategic planning and succession planning. He has worked for Horace Mann, Safeco, and the Congressional Office of U.S. Senator Olympia Snowe. He is a 1979 graduate of the University of Maine and lives in Portland. Paul also serves on the board of Wayfinder Schools.

Brenda Chandler, Treasurer: Brenda is the Senior Director and Assistant Treasurer for Fairchild Semiconductor. She has extensive experience in Accounting, Controllerships, Global FP&A and Treasury, acquisitions, integration, financing arrangements, business process and system development. Brenda has been employed by Fairchild Semiconductor since 1999, and is a graduate of the University of Maine at Augusta. Brenda also serves on the board of Wayfinder Schools. She lives in Auburn.

Frederick W. Van Liew, J.D., Secretary: Fred is the Restorative Justice Coordinator for the Portland Center for Restorative Justice and former Justice Coordinator for The Restorative Justice Institute of Maine. He has also worked for the Center for Restorative Justice Practices in Des Moines, Iowa, as well as serving as the Bureau Chief of the Adult Criminal and Juvenile Bureaus at the Polk County Attorney General's Office. He was Director of Mediation Services for Employee and Family Resources in Des Moines, as well as an Instructor of Law of at Drake University. He was also a Housing Litigation Attorney for Polk County Legal Aid, a Felony & White Collar Crime Prosecutor for the Polk County Attorney Office, and a private practice attorney. He is a graduate of Drake University Law School and has extensive mediation and conflict resolution training. While working for the Polk County Attorney Office, Fred founded the following programs: Victim offender Prosecution Unit, Youth Offender Program, Restorative Justice Center. Truancy Court, Adult Life Skills Program and the school mediation programs. Fred is author of the book, *The Justice Diary*, and he lives in New Gloucester, where he has also volunteered as a Restorative Justice Advisor for Wayfinder Schools since 2014.

**Dr. Phyllis Brazee:** Dr. Brazee is a Professor of Education at University of Maine. She holds a Doctorate in Reading Education from the University of Northern Colorado and has consulted for Maine and Colorado schools concerning issues in literacy education, integrated curriculum, and aspects of peace education and diversity. She has served on many state level committees over the years including two Teacher Summits that created the Maine Learning Results document, the Maine Educational Assessment committees for reading and English/Language Arts, Chapter I, and the Task Force on Gender Equity in Education. She served as Director of the University of Maine's Peace and Reconciliation Studies Program from 1997-2003. Dr. Brazee lives in Orono.

**Alison End-Fineberg**: Alison is a public health and international development executive with experience in Africa, Asia, and North America. She has worked for the Clinton Health Access Initiative, The Clinton Foundation HIV/AIDS Initiative and Mass General Hospital. She graduated from Dartmouth College in 2004 and lives in Freeport.

Catherine Martin: Cathy is a longtime Montessori School teacher and co-Director of the Maine Montessori Institute. She holds a Master's Degree in Education from the University of Maine, a Bachelor's in Psychology from Marymount Manhattan College, and a Diploma of Nursing from St. Vincent's Hospital School of Nursing. Cathy is a former longtime Wayfinder Schools board member. She also serves on the USM Advisory Board. She lives in Falmouth.

**Dr. Dorothy Foote, Ex Officio Member:** Dr. Foote has been Head of Schools of Wayfinder Schools since 2008. She will serve as the new head of Wayfinder Academy. A former banker, Dr. Foote began a career in social justice in the early 1990's. She is founder of The Diversity Coalition and a co-founder of The Restorative Justice Institute of Maine. She has also been an Adjunct Professor of Adolescent Psychology at University of Maine, and has served on the boards of Bay Chamber Concerts, Center for Maine Contemporary Art and others. She has served as Chair of the Commissioner's Advisory Committee on Truancy, Dropout and Alternative Education since 2012. In 2014, she was named by Maine Magazine as one of 50 people shaping the state of Maine. Dr. Foote holds a Doctorate in Psychology and Education from University of Maine. She lives in Camden and Portland.

#### Historical Perspective and Relationship to New School

The entity that will hold the charter and be responsible for governing the school will be Wayfinder Academy (WA) a Maine nonprofit corporation organized under Section 501(c)(3) of the Internal Revenue Code. WA was formed on August 1, 2016 to serve as the "separate nonprofit organization" contemplated by the charter school statute in the case of a start-up charter school that has organizers "affiliated with a previous school or education program,"22 as is the case for the organizer of this school, Wayfinder Schools (WS).

Wayfinder Schools (WS) is the entity currently operating the schools described within this application. WS has a rich history dating back to its original entity Opportunity Farm, founded in 1910 as home for atrisk boys and subsequently founded in 1973 as alternative high school for at-risk youth. The two organizations merged in 2011, and now serve more than 80 at risk youth and teen parents each year.

Wayfinder Academy, a separate nonprofit organization will continue to operate the school as a public charter school, with Wayfinder Schools working in partnership through a shared services contract, as described in **Tab 31**.

#### **Charter Compliance and Performance Measure Review Process**

The Board will be responsible for establishing regular review of data in support of meeting state, federal and charter school compliance requirements, including performance measures contained within the charter contract and oversight of the performance of other aspects of the school to engage in continuous quality improvement. Systems will be established during the pre-opening process.

#### **Ethical Standards and Conflict of Interest**

From By Laws:

# ARTICLE X CONFLICTS OF INTEREST

Section 10.1. General. As set forth in this Sections 10.2 through 10.4, a transaction may be approved by the Board of Directors (or a committee thereof) notwithstanding a conflict of interest if the transaction is fair at the time it is entered into, and if the material facts of the transaction and the director's or officer's interest are disclosed or known to the Directors (or members of a committee thereof) when they approve the transaction. The provisions of the Article X apply in addition to the Corporation's Conflict of Interest Policy.

<u>Section 10.2. "Conflict-of-Interest Transaction" Defined.</u> A conflict-of-interest transaction is a transaction in which a Director or Officer of a corporation has a direct or indirect financial interest. For the purposes of this section, a director or officer has an indirect interest in a transaction if:

- (a) Another entity in which the Director of Officer has a material interest or in which the Director or Officer is a general partner is a party to the transaction; or
- (b) Another entity of which the Director of Officer is a director, officer or trustee is a party to the transaction.

Section 10.3. Procedure for Approval. A transaction in which a Director or Officer of the Corporation has a conflict of interest may be approved before or after consummation of the transaction by the Board of Directors, or a committee of the Directors, only in the transaction is fair and equitable to the Corporation. The Board or committee may authorize, approve or ratify a transaction under this section if the material facts of the transaction and the Director's or Officer's interest are disclosed or known to the Board or committee of the Board. A Conflict-of- Interest transaction is approved if it receives the affirmative vote of a majority of those Directors who do not have a conflict of interest with respect to the transaction (hereafter the "Disinterested Directors"), but such a transaction shall not be approved by a single Director. If a majority of the Disinterested Directors of the Corporation then in office vote to approve the transaction, then a quorum shall be deemed to be present.

<u>Section 10.4. Disclosure; Manner of Acting</u>. The Directors shall guide their conduct with respect to conflict of interest transactions through implementation of the following procedural safeguards:

- (a) Prior to taking his or her position on the Board of Directors and annually thereafter, each Director shall submit in writing to the Chair a list of all business and other organizations of which the Director is an officer, director, trustee, member, owner (either as a sole proprietor or partner), shareholder with at least 5% interest in all outstanding vote shares, employee or agent with which the Corporation has, or might be expected to have, a relationship or a transaction in which the Director might have a conflicting interest. Each written statement will be resubmitted with any necessary changes annually. The Chair shall become familiar with the statements of all Directors in order to guide his or her conduct should a conflict arise. The Treasurer of the Corporation shall be familiar with the statement filed by the Chair.
- (b) At such time as any matter comes before the Board of Directors in such a way as to give rise to a conflict of interest, the affected Director shall make known the potential conflict, whether disclosed by the Director's written statement or not, and after answering any questions that

might be asked of him or her, shall withdraw from the meeting for so long as the matter shall continue under discussion. Should the matter be brought to a vote, the affected Director shall not vote thereon. In the vent that such Director fails to withdraw voluntarily, the Chair is empowered to and shall require that the affected Director remove himself or herself from the room during both the discussion and vote on the matter. In the event the conflict of interest affects the Chair, the Treasurer is empowered to and shall require that the Chair remove himself or herself in the same manner, and for the duration of discussion and action on the matter, the Treasurer shall preside.

(c) If the matter is the item of business for which a special meeting of the Board of Directors was called, the affected Director shall not be counted to establish a quorum, nor shall he or she participate in the deliberations or vote thereon.

#### Adopted Conflict of Interest Policy 08/18/16

# GENERAL POLICY AND PROCEDURES FOR CONFLICTS OF INTEREST

#### Article I - Purpose

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  - a. An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,
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#### Article III - Procedures

- Duty to Disclose. In connection with any actual or possible conflict of interest, an interested
  person must disclose the existence of the financial interest and be given the opportunity to
  disclose all material facts to the Directors and members of the committees, if any, with
  governing Board delegated powers considering the proposed transaction or arrangement.
- 2. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.
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  - b. The chair of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - c. After exercising due diligence, the Board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
  - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors or committee members whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
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  - a. If the Board or committee has reasonable cause to believe a person has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.
  - b. If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board or committee determines the person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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and the Board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

# Article V - Compensation

- a. A voting member of the Board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to the member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### Article VI – Annual Statements

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- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### Article II - Periodic Reviews

To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurnment, impermissible private benefit or in an excess benefit transaction.

# **Article VIII – Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

# **Board Profile Questionnaires**

Following this section, and before the required Tabs is a completed profile questionnaire for each of Wayfinder Academy's Board Members.

# **Required Tabs**

Tab 26: Governing Board Resumes

Tab 27: Board Profile

Tab 28: List of officers and committee chairs and an organization charter depicting each role and

relationship

#### Paul D Andrews

#### PROFILE

A proven Human Resources executive and Insurance professional. Lead the alignment of the HR function with strategic initiatives and the business units to create a high performing organization. Extensive management and operational experience in Information Technology, personal lines insurance, life underwriting, claims and contact centers. Broad strategic planning, succession planning, and process improvement experience.

#### COMPETENCIES

- Strategic and operational expertise and leadership
- · Effective collaboration / communication with corporate directors, officers and staff
- · General management experience
- · Customer centric focus
- Expertise in Business Continuity / Disaster Recovery planning

#### EXPERIENCE

THE HORACE MANN COMPANIES

Fortune 1000 company

One of America's 100 most trustworthy companies (Forbes Magazine)

Industry leader in a well defined niche market

1300 employees in 3 locations

\$1 B in revenue / \$110 M net income

#### SENIOR VICE PRESIDENT, CHIEF CUSTOMER OFFICER 2004-2014

- · Reengineered Human Resources division to focus on the needs of the business units
- · Implemented new employee compensation and bonus plans
- Updated personnel policies, pay practices, and corporate succession planning
- Worked with the Chair of the Compensation Committee of the Board of Directors in oversight of pay practices, succession planning, and health / welfare benefits.
- Implemented new Board of Directors compensation program
- Upgraded corporate facilities / oversaw property management of Horace Mann facilities
- Transformed customer service from call center to contact center with the implementation of a state of the art desktop technology and new customer focused practices

217-483-1215

P\_ANDREWS@ICLOUD.COM

PHONE

ADDRESS

# VICE PRESIDENT, CLIENT SERVICES 2001-2004

- Consolidated call center and processing functions to improve customer experience and decrease costs
- Created new organization to support above consolidation, including creating a training and process improvement/QA/compliance departments
- Decreased annual operating budget while improving cycle times and customer/agent satisfaction

#### SAFECO INSURANCE, SEATTLE, WA 1996-2001

Recognized leader who held a succession of position with increased responsibility in the personal and commercial lines areas. Recognized as one of seven future leaders of of SAFECO Property & Casualty Company, December 1995

OFFICE OF CONGRESSWOMAN OLYMPIA J. SNOWE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC 1980-1986

#### Executive Assistant, 1981-1986

 Responsible for appointments / schedule and travel, office management, budgeting and information systems. Served as a personal representative to local, state and national constituencies, special interest groups, professional organizations and officials

#### Campaign Staff, 1980-1981

 Responsible for daily campaign activities including fundraising, volunteer coordination, donor lists and campaign scheduling

# EDUCATION UNIVERSITY OF MAINE, ORONO - B.A., POLITICAL SCIENCE 1979

# COMMUNITY INVOLVEMENT United Way of Central Illinois Board of Directors, 2008-2014 Chair of Human Resources Committee, 2010-2014

#### OTHER BOARDS

Munjoy Heights Condo Association Board of Directors, Portland, ME, 2015-President, 2015-

# Board Wember Information Sheet

Directory Information

Name of proposed Public Charter School Wayfinder Academy

Name of Board Member Paul D Andrews

Mailing Address 193 Sheridan Street, Portland, ME 04101

Telephone (Home) 217-483-1215

Telephone (Business) N/A

Email Address P\_Andrews@icloud.com

Occupation Retired

Orestonsi

- How long have you resided in Maine (the catchment area)?
   A Maine native and a graduate of the University of Maine, I returned to Maine after retiring and and have been back for 1 year.
- 2. Why do you wish to serve on the governing board? Everyone is entitled to receive the best education possible, no matter what their circumstances. I believe in the mission of the Wayfinder Academy and want to use my time and skills as a board member to help provide those additional avenues of learning. I have seen firsthand what has been accomplished by Wayfinder Schools and their programs and want to use my expertise and
- 3. What interests or concerns do you have regarding the proposed public charter school?

dedication to move toward a successful Charter School.

My interest is to see that every child in the State of Maine have the opportunity to receive a quality education. I strongly believe that through education, many of the other social and economic issues our state and country face will diminish, as individuals find good employment at a fair wage and have the social skills to live, work and raise a family.

 Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

Munjoy Heights Condo Association - Board Member / President (current)
Wayfinder Schools - Board Member / Chair of HR Committee (current)
Wayfinder Academy - Board Member / President (current)
United Way of Central Illinois - Board Member / chair of HR Committee (6 years / 4 years)

United Way Allocation Panel - Member (3 years) Mentor (1 year) 5. What special qualifications do you have that will help you to be a board member?

Business experience/acumen, board member/ Chair, volunteer

- 6. Describe the role that the board will play in the charter school's operation. I see the board providing academic and fiscal oversight to ensure that Wayfinder Academy meets and follows the requirements set forth as a charter school by the State of Maine. In my role as Chair of the Board of Directors, I will oversee the ongoing evaluation of programs, metrics and outcomes to provide quality educational and social skills to the students.
- 7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to set appropriate goals and metrics to evaluate success of the school programs and work with the CEO to address deficiencies and improvements. It also has a role in evaluating the CEO and key staff and their expertise to create and maintain appropriate learning / social environments. Finally, the board needs to ensure there are appropriate business continuity plans, procedures and policies in place for employees and students.

8. What is your understanding of the appropriate role of a public charter school board member?

A board member and the full board are charged with ensuring that the schools is meeting all the statutory requirements established by the state and monitoring the success / opportunities and establishing corrective action when necessary.

9. How will you know that the charter school is succeeding (or not) in its mission?

Success will be measured by Wayfinder Academy reaching the goals set forth in the Charter School Contract.

Sign\_\_\_

For your convenience in completing, this sheet is located on our website (<a href="http://www.maine.gov/csc/">http://www.maine.gov/csc/</a>).

# Brenda L Chandler

218 Dillingham Hill Rd, Auburn, ME 04210, Home 207-786-7702, mobile 207-415-7237, brendalchandler@gmail.com

# **Description of Expertise**

I am an experienced financial professional performing at a senior leadership level for several years. My career has spanned roles in Accounting, Controllerships, Global FP&A and Treasury and includes acquisitions, integration, financing arrangements, business process and system development. Assured, enthusiastic, innovative and collaborative describe some of my personal characteristics.

#### **Professional Experience**

Fairchild Semiconductor, So. Portland, ME, Senior Director and Assistant Treasurer, January '11 thru Present.

- Responsible for securing financing and associated compliance, maintaining banking and credit reporting relationships.
- · Capital structure considerations, share repurchases, dividend planning, fixed/float optimization.
- Global cash and investment optimization and liquidity management including long term cash modeling.
- Maintain alignment with Tax to balance cash by legal entity and tax rate and associated tax positions.
- Run an active foreign currency hedging program with responsibility to maintain hedge accounting.
- Risk factors and Treasury related 10K/Q disclosure as well as development of SOX and internal controls.
- · Responsible for enterprise risk management for the Board and integration with internal audit.
- Negotiation and compliance matters for all Property, Casualty and Financial / Professional lines of insurance.
- · Responsible for ongoing offshore Shared Service Center operation and expansion (currently AP, Treasury, Fixed AM).
- Board member for all subsidiaries, active in board activities, oversight and sign off of statutory financials.
- Implemented comprehensive Cash, Risk, Inter-company Netting Treasury workstation.
- · Responsible for treasury and risk related accounting.

# Fairchild Semiconductor, So. Portland, ME, Director Corporate Financial Planning and Analysis, April '07 thru December '10.

- Key member of senior finance staff, working directly for CFO.
- Delivered financial performance reporting packages for CFO, CEO, Executive staff and Board of Directors.
- Ran global rollup of weekly and monthly updates, quarterly forecasts and annual plan, including 5 year strategic models.
- Maintenance of key corporate metrics and management of financial reporting system.
- Developed quick turn integrated model for evaluating "what-if" scenarios for P&L, Balance Sheet and Cash Flow Statements.
- Developed an integrated business planning tool and process covering, demand and supply projections and financial forecasts.
- · Ran an accounting simplification project to streamline GL account and department structure

#### Fairchild Semiconductor, South Portland, ME, Maine Operations Controller, July '04 to March '07.

- Responsible for accounting close, adherence to USGAAP, SOX controls and balance sheet governance.
- · Determined plant forecasts, reported actual results and resulting variances analysis for Plant P&L.
- · Responsible for product costing and variance analysis, including developing and monitoring cost curves.
- Worked closely with Plant Managing Director and staff on business decisions, cost savings initiatives and investment strategy.
- Coordinated site capital requests, prepare justifications, and reporting to Senior Management.
- Developed department spending forecast model for managers and re-engineered wafer costing model.
- Established separate business unit to buy power direct from the grid for Maine operations.

# Fairchild Semiconductor, South Portland, ME, Product Line Controller, Logic and Memory, March '00 to June '04.

- Responsible for accounting close, forecast, reporting of actual and variances for Product Line P&L.
- Ensured internal controls were maintained and balance sheet analysis and reconciliations performed.
- Initiated and created innovative/interactive forecast and analytical tools for managers to solve business needs.
- Facilitated project prioritization process with product line managers.
- Worked closely with Product Line to identify new products, drive process improvement and cost saving initiatives.
- · Coordinate division capital requests, prepare justifications, and report to Senior Management.
- Developed project tracking tool, contribution models for opportunistic product pricing and PVM analysis.

Fairchild Semiconductor, South Portland, ME, Sr. Financial Analyst for Maine Operations, January '99 to February '00.

Mead/Boise Cascade Paper, Rumford, ME. Positions held from August '90 to December '98; General Ledger Accountant, Reengineering Team Member, Cost Accountant, Wood Accountant, Payroll Specialist, Accounts Payable and Receivable Clerk.

#### **Education:**

University of Maine at Augusta, University Heights, Augusta, ME 04333, Bachelor of Science in Business Administration, Accounting and Associate of Science in Management.

Kee Business College, 803 Diligence Drive, Newport News, Virginia 23606, Diploma program in Business Administration.

# **Board Member Information Sheet**

# **Directory Information**

Name of proposed Public Charter School: Wayfinder Academy

Name of Board Member: Brenda L Chandler

Mailing Address: 218 Dillingham Hill Rd, Auburn Maine 04210

Telephone (Home): 207-415-7237

**Telephone (Business): 207-775-8540** 

Email Address: brendalchandler@gmail.com

Occupation: Finance, Accounting and Risk Management

Questions:

1. How long have you resided in Maine (the catchment area)?

I was born and have lived in Maine most of my life.

2. Why do you wish to serve on the governing board?

My husband and I have six children between us. Adults now all have completed one or more degrees. Except for one, they live in Maine and work in the fields of Information Technology, Education, Medicine and Business. We are very proud of their success and wish the same opportunity for all Maine youth. By serving on the board of the Wayfinder Academy, I can contribute toward educating at risk high school students, enabling them to find success of their own.

# 3. What interests or concerns do you have regarding the proposed public charter school?

Wayfinder Academy has a long history in providing disadvantaged at risk youth with a high school education between the Community School in Camden and Opportunity Farm in New Gloucester combining to become Wayfinder Schools five years ago. The schools have graduated hundreds of students. Becoming a public charter school allows for sustainable growth to reach more and more youth, those in the most need of an alternative education.

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

Maine Solutions Credit Union - Supervisory Committee Member

Auburn Youth Cheering - Coach, Board Member, Treasurer and President

- 5. What special qualifications do you have that will help you to be a board member?
  My professional career has spanned various roles in Finance, Accounting and Risk Management.
- 6. Describe the role that the board will play in the charter school's operation.

The board member role is to provide oversight and guidance to the operation. The board will aid in policy formation and adherence, budget approval and fiscal conservatism and meeting Charter Commission requirements.

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Establish the growth plan and aid in the expansion to under-served communities in Maine.

8. What is your understanding of the appropriate role of a public charter school board member?

The role is to provide fiscal oversight and guidance on policy and general school operations.

9. How will you know that the charter school is succeeding (or not) in its mission?

Enriching lives of students and enhancing the community while achieving graduation rate and test score goals in the midst of increasing the number of students at the academy.

Sign_	Brend Char
Date	August 15, 2016

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

# Frederick W. Van Liew, J.D.

(515) 444-9384 rjpractices@gmail.com 215 Gloucester Hill Road New Gloucester, ME 04260

# Professional Experience

Portland Center for Restorative Justice Portland, ME Restorative Practices Coordinator October 1, 2014 – Present

A Mid-Iowa Organizing Strategy Des Moines, IA Justice Consultant June 1 2013 - Present

Wayfinder Schools New Gloucester, ME Adjunct Faculty Member September 15, 2014 - Present

Des Moines, IA Des Moines, IA Mediator / Facilitator April 1, 2014 - Present

Restorative Justice Institute of Maine Brunswick, ME Justice Coordinator January 1, 2014 - September 30, 2014

Center for Restorative Justice Practices Des Moines, IA Director June 1, 2012 - December 31, 2013

Employee & Family Resources Des Moines, IA Director of Mediation Services October 1,2010 - May 31,2012

Polk County Attorney Office Des Moines, IA Bureau Chief, Adult Criminal and Juvenile Bureaus January 1, 1991 - September 24, 2010 Drake University Law School Des Moines, IA Clinical Instructor October 1, 1988 - December 31, 1990

Private Law Practice
Des Moines, IA
Criminal & Family Law Practice
October 1, 1988 - December 31, 1990

Polk County Legal Aid Des Moines, IA Housing Litigation Attorney January 1, 1987 - September 30, 1988

Polk County Attorney Office Des Moines, IA Felony & White Collar Crime Prosecutor September 1, 1984 - December 31, 1986

Iowa Attorney General Office Des Moines, IA Environmental Law Division Attorney January 1, 1984 - July 31, 1984

# Education

Eastern Mennonite University Harrisonburg, VA Graduate School in Conflict Transformation January 20, 2010 - May 30, 2014

Drake University Law School Des Moines, IA JD. August 20, 1981 - December 20, 1983

Saint Louis University St. Louis, MO B.A. – American Intellectual Thought August 20, 1970 - May 30, 1974

# Conflict Resolution Training

Circle Peacemaker Des Moines, IA March, 2014 Eldercare Mediation Ann Arbor, MI March, 2012

Victim-Offender Conferencing Harrisonburg, VA March, 2011

Circle Peacemaker Harrisonburg, VA February, 2011

Domestic Violence Mediation Fairfield, IA November, 2011

Basic Mediation Des Moines, IA September, 1993

Victim-Offender Mediation Des Moines, IA July, 1991

Basic Mediation Des Moines, IA October, 1986

# Programs Created

# Polk County Attorney Office:

Domestic Abuse Prosecution Unit
Victim Offender Reconciliation Program
Youthful Offender Program
Restorative Justice Center
Drunk Driver Weekend Program
Structured Fine Program
Bad Check Writer Program
Latino Community Orientation Program
Truancy Court
Adult Life Skills Program
Elder Abuse Prosecution Unit
Driver's License Reinstatement Program
School Mediation Program
Pre-Removal of Children Conferencing Program

## A Mid-Iowa Organizing Strategy:

Court Watch Program

School Mediation Program

- in collaboration with the Des Moines Public Schools

Racial Profiling Project

- in collaboration with the NAACP

Community Justice Circles

- in collaboration with the Des Moines Police Dept.

2nd Chance Mediation Program

- in collaboration with the Des Moines Police Dept.

Publications:

The Justice Diary - An Inquiry into Justice in America (2015)

### **Board Member Information Sheet**

Name of proposed Public Charter School: Wayfinder Academy

Name of Board Member: Frederick William Van Llew

Mailing Address: 215 Gloucester Hill Road, New Gloucester, ME 04260

Telephone (Cell): (515) 444-9384

Telephone (Business): (207) 420-2427

Email Address: ripractices@gmail.com

Occupation: lawyer/mediator/consultant/writer

Questions:

1. How long have you resided in Maine (the catchment area)?

2 1/2 years

2. Why do you wish to serve on the governing board?

My wife and I raised five children, all college graduates and three of the five with advanced degrees. We were fortunate to be able to send them to excellent schools and saw the benefits of each receiving a high quality education. I was also a prosecuting attorney for nearly twenty-five years and saw many young people failed by, and oftentimes rejected by, underfunded and overburdened schools. I have witnessed first hand the quality education and programming provided by Wayfinder Schools and would like to lend my background and experience as it moves toward becoming a successful Charter School as Wayfinder Academy.

3. What interests or concerns do you have regarding the proposed public charter school?

I grew up in a single family home with limited resources and have an understanding of the challenges confronting disadvantaged students. Wayfinder Schools has consistently served this population. I want to make sure that it continues to fulfill its mission of serving this unique and underserved population.

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

Holy Trinity School - Board Member (3 years) - Des Moines Catholic Diocese

Holy Family School - Board Member (3 years) - Des Moines Catholic Diocese Anawim Housing (serving low income families) - Board Member (3 years) HOLA (serving low-income Latino families) - Board Member (4 years) Drake University Law School - Instructor (3 years) Des Moines Area Community College - Instructor (4 years) Volunteer athletic and mock trial coach (20+ years)

- 5. What special qualifications do you have that will help you to be a board member?
  Parent, board member, instructor, school volunteer.
- 6. Describe the role that the board will play in the charter school's operation.

I see the board providing fiscal oversight and ensuring that Wayfinder Academy meets state charter requirements, reaches its target population, and engages in ongoing evaluation and monitoring of outcomes.

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to further the excellent work of the existing Wayfinder school board by continuing to employ a strong CEO and an experienced staff with expertise in working with the school's target population.

8. What is your understanding of the appropriate role of a public charter school board member?

A charter school board member has the duty to ensure that the school is meeting its statutory and ethical obligations to its students and their families, its staff, and to the Maine Charter School Commission.

9. How will you know that the charter school is succeeding (or not) in its mission?

Wayfinder Academy will succeed in its mission if it achieves the goals articulated in the Charter School Contract.

Fredefick William Van Liew

August 10, 2016

## Dr. Phyllis E. Brazee 21 Mountainview Drive Orono, Maine 04473 (207) 866 – 2337

#### Education:

Regents Diploma, June 1966, Penfield High School, Penfield, NY.

B.A., June, 1970, State University College at Oswego, NY.,Summa Cum LaudeMajor: Secondary Education: English

M.A., June 1974, University of Northern Colorado, Greeley, CO Major: Secondary Reading Education

Ed.D., June 1976, University of Northern Colorado, Greeley, CO Major: Reading Education Dissertation: "A Qualitative and Quantitative Analysis of Eighth Grade Students' Oral Reading in Both Narrative and Expository Materials."

### Employment:

September, 1984 – May, 2013: Associate Professor of Curriculum and Instruction.

Assignment included teaching undergraduate literacy and foundations courses, Graduate courses in Literacy Education and Gender Studies, and work with the Graduate Outreach Program as well as chairing doctoral committees – Individually Designed Ed.D and Individually Designed Ph.D. committees.

September, 1997 – May, 2013: Director of the University of Maine's Peace and Reconciliation Studies Program.

Assignment included responsibility for an undergraduate interdisciplinary Minor, faculty supervision, financial oversight of the program, oversight of a continuing state grant, responsibility for creating and implementing many on and off campus conferences, workshops and presentations, and teaching courses in Diversity Education and Forgiveness Studies.

September, 1977 – June, 1984: Assistant Professor in Literacy Education, University of Northern Colorado. Assignment included teaching Undergraduate and graduate courses at the elementary and secondary levels in Reading and Language Arts as well as Student Teaching Supervision and off-campus graduate teaching.

- September, 1975 June, 1976: Graduate Assistantship at the University of Northern Colorado Reading Center. Duties included supervision of Masters In Reading degree students during case study and internship. Experiences.
- September, 1973 June, 1975: Teaching Assistantship at the University of Northern Colorado. Duties included development and implementation of two courses offered to undergraduates: College Reading and Study Skills and Speed Reading.
- September, 1971 June, 1973: Remedial Reading teacher for grades 1-9, in Both an elementary and a junior high school. Team teaching position.
- September, 1970 June, 1971: Developmental Remedial Reading Teacher At Canastota Junior Senior High School, Canastota, New York.

### Most recent Refereed Publications:

- Brazee, Phyllis and Karen Johnson. "Challenging the Old Paradigm: Doing Collaborative, Intuitive Assessment" in the *New England Reading Association Journal*, vol. 37, no. 1, 2001, pp. 7-12.
- Brazee, Phyllis and Lynn Nelson. "Teaching Against the Grain: Reflective Inquiry and Whole Language as a Framework for Integration at the College Level," in the Journal of Maine Education, January, 1998. Reprinted with permission in the Iowa Educational Leadership Journal, Vol. 11, no. 8, May, 2000, pp. 24-28.
- Brazee, Phyllis. "The Paradigm Shift is Real, So Let's get to Work!" in the New England Reading Association Journal, Winter, 1998.

#### Other Related Activities:

As a retired professor, I now sit on two boards:

UMECS: The United Movement to End Child Soldiering based in Northern Uganda (I am the secretary/clerk.)

The Wilson Center at UM for Spiritual Exploration and Multifaith Dialogue (I am currently the President of the Board.)

I have consulted in many Maine and Colorado schools concerning issues in literacy education, integrated curriculum, aspects of peace education and diversity. I served on many state level committees over the years including two Teacher Summits that created the Maine Learning Results document, the Maine Educational Assessment committees for reading and English/Language Arts, Chapter I, and the Task Force on Gender Equity in Education.

# Board Member Information Sheet Directory Information

Linear Contract

Name of proposed Public Charter School _Wayfinder Academy_	
Name of Board MemberDr. Phyllis Brazee_	
Mailing Address _21 Mountainview Drive, Orono, Maine 04473	
Telephone (Home) _207 866 2337	
Telephone (Business)	
Email Address Phyllis.Brazee@umit.maine.edu	
Occupation _Retired Professor	

- How long have you resided in Maine (the catchment area)?
   32 years
- 2. Why do you wish to serve on the governing board?

I have dedicated my life to the central role of education in a democratic society. I believe that Wayfinder Schools has very successfully addressed the needs of several student populations that have traditionally been underserved in mainstream schools. I wholeheartedly believe in the mission and vision of Wayfinder Schools – to instill in students the love of lifelong learning, the importance of connecting to self, family, and community, and the realization that each individual has unique strengths and skills that are critical to the health of the whole community.

3. What interests or concerns do you have regarding the proposed public charter school?

I am most interested in helping to secure the integrity of the program, and to grow it in an organic way, following the interests and needs of the populations served.

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

I was a professor of Literacy Education for 11 years at the University of Northern Colorado. I was a professor of Literacy Education, Curriculum and Instruction, and Multicultural Education for 29 years at the University of Maine. For 14 years. I also concurrently directed the Peace and Reconciliation Studies Program. During all those years. I also offered many workshops, institutes, conference presentations, etc. on a wide variety of education and peace education topics.

# 5. What special qualifications do you have that will help you to be a board member?

I have always believed that everyone deserves the best education possible, and that that education needs to encompass such things as social/emotional learning as well as the traditional academics. I know a great deal about how education works at the national, state and local levels, as well as a lot of history about education in the US. I have a deep respect for restorative practices in schools, and the role of forgiveness in those practices. I co-created and co-taught for 8 years an online course in Forgiveness at UM. I have studied and taught about the literacy processes (reading, writing, speaking and listening) from birth to older age. I also see the centrality of digital literacy for the 21<sup>st</sup> century. My own teaching style was holistic, personal, and integrated, and I wholeheartedly endorse this philosophy to teaching and learning.

6. Describe the role that the board will play in the charter school's operation.

The board will support the continued development and implementation of Wayfinder Academy's vision and mission. It will oversee fiscal management and make sure that Wayfinder Academy fulfills state charter school requirements.

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board needs to wholeheartedly support the outstanding work already done by the experienced CEO and staff, and support the appropriate growth and development of Wayfinder Academy.

8. What is your understanding of the appropriate role of a public charter school board member?

A charter school board member has the deep obligation to make sure that Wayfinder Academy meets its statutory and ethical obligations, and that there is coherence between the mission and vision statements and day to day operations.

9. How will you know that the charter school is succeeding (or not) in its mission?

The mission and vision statements need to be held up to current work and visioning on a regular basis so that there is reassurance that they are in alignment.

Sign_Dr. Phyllis Brazee	thylus	Grazel	
DateAugust 12, 2016	0		

## ALISON END FINEBERG

34 Castle Rd. ~ South Freeport, Maine 04078

aendfineberg@gmail.com

(646) 420-0067

### EXECUTIVE SUMMARY

International development and public health executive/consultant with in-country experience in Africa, Asia, and North America. Record of delivering results both in start-ups with limited resources and leading multicultural teams of 15-42 on multi-partner projects. Passionate and proven leader, strategic thinker, and intuitive, effective communicator with expertise in relationship management, program design, capacity-building, process improvement, staff development, fundraising, and hands-on technical assistance across public health issues. Demonstrated success managing diverse teams and operations in complex environments. Biology major with neuroscience focus. Extensive public presentation history.

#### PROFESSIONAL EXPERIENCE

# CLINTON HEALTH ACCESS INITIATIVE (CHAI) Vientiane, Lao PDR, Mar 2014 – May 2015 Country Director – Lao PDR Brought in to launch CHAI's first program in Lao PDR with limited resources: defined long-term strategy and

Brought in to launch CHAI's first program in Lao PDR with limited resources; defined long-term strategy and presence; attained programmatic goals and successfully engaged government, partners, and donors. Headed strategic planning, program implementation, HR management, monitoring, reporting, budgeting, finance, safety & security, and legal compliance. Provided hands-on technical support to government to build institutional capacity in planning, implementation of logistics information system (eLMIS), quantification for medicines, product optimization, inventory management, reporting, and distribution.

Built alliances with senior leaders of Ministry of Health and within agencies, NGOs, and donor
organizations: United Nations (WHO, UNICEF, UNFPA), Health Poverty Action, The Global Fund
Won grants that extended and expanded SCM projects, secured Lao PDR's inclusion in malaria
elimination grant, and enabled exploration of new work
Demonstrated ability of eLMIS to reduce logistics reporting / management work-hours by 70%
Cut in-country HIV formulary 50% by optimizing treatment guidelines and procurement, improving
patient outcomes and lowering costs
Drove program sustainability via skill transfer/capacity-building with Lao Government technical staff

#### CLINTON HEALTH ACCESS INITIATIVE (CHAI)

Mbabane, Swaziland, May 2009 - Dec 2013

Country Director – Swaziland Country Manager – Swaziland

Established CHAI as trusted and valued partner to Government of Kingdom of Swaziland. Developed and managed team of 42 local and international staff providing strategic technical advisory services to Ministry of Health (MOH). Dramatically improved health system through innovative initiatives across diverse public health programs: community-owned solutions, point-of-care services, and mobile health technologies for HIV care/treatment/retention; increased access to medicines and diagnostics; malaria elimination; human resources for health (HRH); and sustainable health financing.

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	Built fu	nding from \$200,000 to \$3 Million; grew multicultural team from 3 to 42 professionals	
	Crafted proposal that secured \$12 Million for CHAI and partners on innovative 3-year MOH-led		
	HIV pr	ogram (MaxART – Maximizing ART for Better Health and Zero New HIV Infections):	
		Coordinated consortium of 8 partner organizations across 4 countries	
		Strengthened systems enabling Swaziland, w/world's highest HIV prevalence, to more	
		than double # of people receiving lifelong treatment, reaching 90% of eligible population	
		Led design of Treatment as Prevention study on feasibility of treatment for all HIV patients	
		Attained major new partners/donors (Mylan, MSF, BC Center for Excellence in HIV/AIDS)	
		Increased program recognition globally by serving on Scientific Advisory Committees and	
		as moderator, chair, facilitator, and presenter at international conferences	

[		Increased patient access and government capacity by leading process improvement initiatives in pharmaceutical/diagnostics quantification, budget creation/justification, and management systems:		
		☐ Created government unit for pharmaceutical data tracking/analysis — improved decision-making and drove reduced stock-outs — now government standard for all medicines		
		Robust budgeting process triggered unprecedented funding levels, establishing MOH independence for HIV medicine procurement		
		□ Partnered with MOH to design/implement Swaziland's first government-run national sample transport system		
[		Instrumental in 90% reduction in reported malaria cases (2008-2013) – managed team that delivered technical assistance to MOH on diagnostics, treatment, monitoring, and sustainable financing		
[	☐ Played major role in Swaziland's success with Global Fund grants totaling ~\$40 Million (HIV			
HSS, Malaria) via technical assistance for proposals, implementation, and grant management				
<ul> <li>Supervised HRH exercise using optimization model to establish number of health worker required to meet healthcare need - led to new national staffing plan &amp; deployment</li> </ul>				
		FOUNDATION - CLINTON HIV/AIDS INITIATIVE Abuja, Nigeria, Jun 2008 - Apr 2009		
		Operations – Nigeria		
		ssociate (Public Health Initiatives) – Nigeria		
Partnered	1 W	with Country Director to direct day-to-day operations: HR, administration, programming, local		
		t / fundraising, and compliance; enhanced processes / tools for planning, budgeting, financial ad tracking / reporting of programmatic progress. Managed staff of key public health programs.		
	Proi	moted to Operations Director after only five months as volunteer		
		panded access to HIV treatment for children nationally by optimizing management and utilization of ation of pediatric ARVs / related commodities (planning, SCM, and reporting)		

#### **EES**

Boston, MA, Dec 2005 - Dec 2009

#### Executive Board Member, Executive Co-Director, and Faculty

Collaborated with Board and joint director to oversee operations and refine vision for organization focused on merging sports physiology and learning mechanisms / teaching approaches to improve horseback riding instruction. Played key role in building instructor education program – creation of course curricula, financial growth, member retention, event planning; served on faculty for both remote education and workshops across USA and in Germany; contributing author on *Art of Teaching & Learning: Proven Methodology*.

#### MASSACHUSETTS GENERAL HOSPITAL

Boston, MA, Jun 2005 - Feb 2006

#### Clinical Research Coordinator II - Neuroendocrine Department

Coordinated three adolescent health research studies including NIH-funded multi-center investigation of effect of transdermal estrogen on bone density in girls with anorexia nervosa. Responsible for patient recruitment, site visits, communications. Revised study documents and protocols; maintained IRB files; managed databases, and facilitated research staff meetings.

OTHER: *International Dressage Rider* – 2-time Junior Olympian, youngest instructor certified by US Dressage Federation, Assistant Trainer to 2-time Olympian, clinician throughout USA for both youth and adults including international competitors. *International Travel* – lived abroad for 7 years and visited 35 countries globally.

#### EDUCATION

#### DARTMOUTH COLLEGE

Hanover, NH, Jun 2004

BACHELOR OF ARTS (BA) - Biology Major with Neuroscience Focus

THESIS - Brain Development in Adolescents

Honors & Awards - summa cum laude • 3.87 GPA • Phi Beta Kappa • High Honors for Thesis • Presidential Scholar • Golden Key Honor Society • National Society of Collegiate Scholars • Dean's Waterhouse Research Grant

### **Board Member Information Sheet**

**Directory Information** 

Name of proposed Public Charter School: Wayfinder Academy

Name of Board Member: Alison End Fineberg

Mailing Address: PO Box 304, 34 Castle Rd, South Freeport, ME 04078

Telephone (Home): 646-420-0067 (mobile phone)

Telephone (Business): Same as above

Email Address: aendfineberg@gmail.com

Occupation: International Development and Public Health Executive/Consultant

### Questions:

### How long have you resided in Maine (the catchment area)?

I lived in South Freeport, Maine for about 14 years during my childhood and I returned to Maine with my own family in March of 2015.

### 2. Why do you wish to serve on the governing board?

Throughout my professional life, a common motivating theme for me has been working towards a compelling mission. I have worked with vulnerable populations in developing countries abroad and have supported a number of different governments to strengthen their health systems to dramatically improve the lives of millions of people. If approved, Wayfinder Academy has the potential to reach even more Maine youth than it is already supporting, who are part of a very unique and under-served population. I am passionate about improving the lives of individuals and, more broadly, communities. Providing an appropriate and high quality education for individuals who are at risk of not completing high school has the potential to significantly improve the outcomes not only for these students, but for Maine on the whole. I'm excited about the prospect of serving on the governing board of Wayfinder Academy, whose mission is incredibly compelling and commendable, so that I have the opportunity to make a significant impact here in my home state of Maine.

## 3. What interests or concerns do you have regarding the proposed public charter school?

I believe that education has the potential to dramatically improve a broad range of outcomes for individuals and for communities. It is important to me as a resident of Maine, as a professional in the public health field, and as a new mother, that I do all that I can to support strengthening the opportunities for education for all students in Maine. If approved, Wayfinder Academy has the opportunity to reach even more Maine youth and, it is uniquely positioned to support a specific student population reach its full potential.

# 4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

- While at Dartmouth College (Hanover, NH), I was part of an organization that designed and managed a Read-a-thon in elementary schools in under-resourced Vermont school districts in the area surrounding Hanover. I was responsible for the initial concept for the program and was the lead committee member. (2001 – 2004)
- I served as Co-Executive Director and Board Member for an organization focused on merging sports physiology and learning mechanisms/teaching approaches to improve horseback riding instruction. I played a key role in building instructor education program including oversight for all operations, creation of course curricula, financial growth, member retention, and event planning. I also served on faculty for both remote education and workshops across USA and in Germany and was a contributing author for the book, Art of Teaching & Learning: Proven Methodology. (2005-2009)

## 5. What special qualifications do you have that will help you to be a board member?

As a member of senior management of a public health non-governmental organization for more than six and a half years, I have experience in both a start-up setting with limited resources and in managing large, multi-cultural teams. I developed two country offices from their inception and navigated complex environments to s provide strategic technical assistance to Ministries of Health in Nigeria, Swaziland, and Lao PDR. I held overall responsibility for strategic planning, relationship management with the government, partners, and donors, overall program implementation, HR management, monitoring & reporting, budgeting, financial management, safety and security, fundraising, and legal compliance, most of which are relevant for a school board member.

I also have a background in research—I completed an honor's thesis in adolescent brain development and spent time as a clinical research coordinator for large neuroendocrine studies focused specifically on youth populations. This background, in combination with my experience in international public health, will enable me to support Wayfinder Academy to take an evidence-based approach to continuing to strengthen its programs and to reach its target population as effectively as possible.

6. Describe the role that the board will play in the charter school's operation.

The board will provide strategic oversight to ensure that Wayfinder Academy maximizes its potential to improve the lives of its students. It will be important to consistently evaluate the school's ability to reach its unique and under-served target population and to achieve its targeted outcomes through ongoing monitoring and evaluation. As a board, we will also play a key role in fiscal oversight as well as ensuring we meet state charter requirements.

## 7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Wayfinder Academy, as Wayfinder Schools, is already a very successful school. We have a strong CEO, whom has served the school for many years, as well as experienced and passionate staff. We are well-positioned to reach and support our target population throughout the state of Maine with our proven excellence and expertise in working with our target population. We have also demonstrated strong community and collaborative relationships, which position us well to work within the Charter School system.

## 8. What is your understanding of the appropriate role of a public charter school board member?

A charter school board member has the responsibility to uphold the values and mission of the school. A board member must play a central role in ensuring the school is meeting its obligations to its students and their families, its staff, and to the Maine Charter School Commission.

# 9. How will you know that the charter school is succeeding (or not) in its mission?

Wayfinder Academy will succeed in meeting its mission if it reaches the goals articulated in the Charter School Contract.

Signature:

Date: August 12th, 2016

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

allun Ed Frieliz

#### **CATHERINE M.MARTIN**

194 Foreside Rd Falmouth, ME 04105 207-781-7011 catherine.maria.martin@gmail.com

#### Education

Primary Diploma: St. Nicholas Montessori Certification College, London, England

Post-Graduate Credits, Education: University of Southern Maine, University of New England, St.

Thomas College, St. Paul, Minnesota

Masters of Education: University of Maine at Orono, 1980

Bachelor of Arts (B.A.) Psychology: Marymount Manhattan College, New York, 1972

Diploma of Nursing: St. Vincent's Hospital School of Nursing, New York, 1969

### **Experience**

2005-Present Consulting Head Teacher, Toddler Program, co-Director

And Teacher, Maine Montessori Institute Teacher Training Site, Program Level coordinator

2001 - Present Co-Director and Teacher, Maine Montessori Institute Teacher Training Site

2001 – 2002 Preschool and Kindergarten Teacher, Parent Coordination Winfield Children's

House

1998 - 2001 Preschool Team Teacher Winfield Children's House

1997 – 1998 Toddler Team Teacher Winfield Children's House

1995 - 2002 Owner and Director, Winfield Children's House

(Montessori Toddler, Preschool, and Kindergarten in Falmouth, Maine)

1992 – 1996 Resource Room Teacher Russell School in Gray, Maine

1991 - 1992 Pineland Liaison, Administrator

S.A.D. 15 in Gray, Maine

January – June 1991 Life Skills Teacher Gray High School in Gray, Maine

1989 – 1991 Substitute Teacher Ramalynn Montessori in Apple Valley, Minnesota

1988 –1989 Special Education Teacher Farmington Middle School in Farmington, Minnesota

1987 - 1988 Headstart Teacher - Directed a home-based program for low-income and

handicapped preschoolers. Also did parent teaching, early intervention Minnesota

March - June 1987 Special Education Teacher

1970-1988 Various nursing positions

**Memberships**: American Montessori Society, Montessori Association of Teacher Accreditation, Maine Montessori Association, NAEYC, Board Member, Wayfinder School, USM Advisory Board, SEHD, Social Justice and Peace Chair Parish of Holy Eucharist

## Personal

Five adult children, ten grandchildren

### **Board Member Information Sheet**

**Directory Information** 

Name of proposed Public Charter School _Wayfinder School	
Name of Board Member _Catherine Martin	
Mailing Address194 Foreside Rd	
Telephone (Home) _2077817011	
Telephone (Business)2077978101	
Email Addresscatherine.maria.martin@gmail.com	
OccupationEducator	

### Questions:

- 1. How long have you resided in Maine (the catchment area)?

  I moved here in 1973 to attend the University of Maine Orono with my husband and child. We left the state in 1985 for six years for business, and returned in 1990, when we moved to Yarmouth Me.
- 2. Why do you wish to serve on the governing board?

  I have been involved with Wayfinder School since before its merger with the Opportunity Farm, and I am very happy that the school is returned to a school campus serving high-risk youth supporting their pursuit of a high school diploma.
- 3. What interests or concerns do you have regarding the proposed public charter school?

I am very hopeful that the school can be enhance to serve those youth in need in our vast rural state, as well as create a more meaningful alternative curriculum for students that may struggle in traditional settings in order to achieve their goals and receive a diploma and skills that will help them support themselves and their families.

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

I have been on the Opportunity Board or Wayfinder Board for over ten years, also serving as Secretary and a member of the Executive Board. I am a current member of the SEHD school of USM Advisory Board, and have been since its

inception in 2003. I am a current member of the American Montessori Society, and the Maine Montessori Association.

## 5. What special qualifications do you have that will help you to be a board member?

I have had a life long dedication to the education field, and worked with older students in a prior work experience, education students in the nursing field. I also hold a nursing credential. I have been involved in public education, particularly special education, including teaching high student aged youth, and now Montessori education at the early childhood level. I often have interactions with youth doing pre-service experience in my school setting and now also teach student teachers.

6. Describe the role that the board will play in the charter school's operation. The Board will have the opportunity to support the development of creative and appropriate curriculum that will allow our students to succeed and thrive in a supporting setting. The board will encourage meeting the individual and specific needs of our varying populations so that realistic and meaningful goals are achieved and these students will thrive in an environment that will be managed with integrity and sound judgment and responsibility.

# 7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school will have to implement effective systems that support identifying proficiency and achievement for each student that maintains the engagement of qualified and effective staff, and maintains communication systems to ensure that each student is being able to be successive in the program.

## 8. What is your understanding of the appropriate role of a public charter school board member?

The member is given the responsibility to ensure that the enrolled students are being served to high level, and that the mission and goals of the program are maintained and ensured.

# 9. How will you know that the charter school is succeeding (or not) in its mission?

We will know this by maintaining an effective and complete system of communication with all levels of engagement in this program, including students, families, staff and regulators. We need to hold the program to highest degree of accountability.

Sign_	Catherine Martin	
Date_	8/11/16	

For your convenience in completing, this sheet is located on our website (http://www.maine.gov/csc/).

## Dorothy D. Foote, Ph.D.

<u>footedottie@gmail.com</u> 227 Sheridan Street, Portland, ME 04101

#### PROFESSIONAL SUMMARY

Successful and passionate leader recognized for developing and delivering effective community programs that address fundamental social issues and produce positive societal and economic impact. Demonstrated abilities in:

- Leading a successful non-profit organization;
- Implementing organizational transformation;
- Providing financially responsible management;
- Motivating and managing staff, volunteers and key stakeholders;
- Ensuring clear and effective communications;
- Using business intelligence to inform decision making; and,
- Applying the concepts of social justice, cultural competence and emotional literacy.

### **EDUCATION**

Ph.D. Interdisciplinary - Education and Psychology, 2006, University of Maine, Orono, Maine M.S. Education and Human Development, 2002, University of Maine, Orono B.A. Liberal Studies, 1982, University of Maine, Orono

Part and development and Psychology, 2006, University of Maine, Orono College Colle

**Post-graduate** Commercial Banking degree, 1985, New England School of Banking, Williams College Williamstown, Massachusetts

#### RELEVANT EXPERIENCE

#### CEO/Head of School

2008-Present

Wayfinder Schools; Camden, New Gloucester and Machias, Maine Led merger of The Community School with The Opportunity Farm for Boys and Girls to create a State wide institution helping at risk youth to successfully graduate from high school. Led successful rebranding into Wayfinder Schools in 2013 to set the stage for continued program expansion.

### **Adjunct Professor**

University of Maine College of Education	2007 - 2008
"Education in a Multicultural Society"	
University of Maine Psychology Department	2007 - present
"Psychology of Adolescence"	
University of Maine, Augusta	2008
"Psychology of Adolescence"	
University of Maine, Augusta (Rockland Campus)	2008
"Psychology of Adolescence"	
Thomas College, Waterville, Maine	1983 - 1986
"Accounting for Banking Management"	

### Program Developer and Facilitator, Diversity Coalition December 1998 - 2009

Camden Hills Regional High School, Rockport, Maine

- Designed and facilitated an after-school program of social justice and cultural pedagogy for students aged 14-19
- Conducted weekly on-campus sessions emphasizing in-depth dialog, personal narrative, guest presenters, and other modalities aimed at placing the lived realities and sociocultural realities of the young adult participants at the center of learning and personal moral growth
- Coordinated and directed 3-4 yearly presentations by Diversity Coalition students at conferences and schools throughout Maine

### Program Developer, The Harassment Tales Project

2000 - 2009

Camden-Rockport Middle School, Camden, Maine

- Designed and directed a week-long, in-school program presented annually and placing middle-school students in direct interaction with high school-aged members of the Diversity Coalition
- Intervention directly addresses sociocultural identity differences (class, race, gender, oppression) as underpinnings of harassment

#### Program Developer, The Elder Listening Project

2001 - 2009

Windward Gardens retirement community and CHCC/Quarry Hill nursing home, Camden, Maine

- Designed, coordinated and directed a yearly oral history project in which high school students conduct in-depth interviews with elderly members of the community
- Guided the student historians in using the tools of cultural analysis to critically examine
  this body of recalled life experience, emphasizing the influence of deep social structures
  such as class- and gender-based expectations

#### Research assistant, Examining and Transforming Campus Hazing Cultures

2007 - 2008

 National study examining hazing behaviors at colleges and universities throughout the U.S.

#### SOCIAL, COMMUNITY AND NONPROFIT SERVICE

#### Maine Magazine

Featured in "50 People Shaping Our State & Their Bold Visions For Maine's Future" July 2014 "Profile" by Sarah Braunstein August 2012

#### Maine Development Foundation - Leadership Maine

2014 - 2015

Beta Class of Education Leaders

## Advisor, Commissioner of Education's Committee for Truancy, Dropout, and Alternative Education

2010 -2012

Board Chair

2012-Present

Advisor, Shared Youth Vision Council, Maine Department of Education

2010- 2012

Trustee, Center for Maine Contemporary Art

2010-2013

Co-Founder & Trustee, Restorative Justice Institute of Maine

201 2- Present

Trustee, Restorative Justice Project of the Midcoast

2008 - Present

Belfast, Maine

Co-President, The Community School  Camden, Maine	2008
Thirty-five year-old Independent residential school; Founders: Emanuel Pariser,	Dora Lievow
President, Youth Matters Rockport, Maine	2006 - 2009
Nonprofit corporation designed to support youth programs in Midcoast Maine.  Arranges guest speaking engagements, presentations, and other youth-oriented a	ıctivities
Trustee, The Teen Center, Inc.  Camden, Maine	2007- 2008
President, Board Member, Fundraiser - Coastal AIDS Network  Belfast, Maine	1992 - 2003
Led the organizational restructuring of the former Waldo-Knox AIDS Coalition in based nonprofit agency offering a range of services throughout Midcoast Maine	nto a broad-
Trustee, Youthlinks Rockland, Maine	2002 - 2003
Served as trustee and advisor for this Midcoast Maine educational foundation	
Knox County Fund Advisor, Maine Community Foundation Rockland, Maine	2000 - 2003
Board Member, "Communities that Care"  University of Washington, Seattle	2003 - 2006
Focus Group Coordinator/Facilitator, Center for Disease Control (CDC) Suicide Cluster Study	2004
Camden and Rockport, Maine Intensive cross-disciplinary study of an unusual cluster of teen suicides in Midcoa	ast Maine
Trustee, Bay Chamber Concerts Rockport, Maine	2000 - 2003
Trustee, Down East Singers Camden, Maine	2000 - 2001
Treasurer, Camden YMCA Camden, Maine	1992 - 1994
Treasurer, Children's House Montessori School Rockport, Maine	1990 - 1994
President and Treasurer, Camden Shakespeare Company Camden, Maine	1985 - 1989
Vice President, Maine Coast Artists Gallery (Presently Center for Maine Contemporary Art) Rockport, Maine	1984 - 1989

## PROFESSIONAL BUSINESS EXPERIENCE

Co-Owner, Wavesource LLC Rockport, Maine	1989 - Present
Own and run a cell tower business that was created from the Coastal Communication in mid-coast Maine. This enterprise is now in the process of being merged into a nation based on the West Coast.	
Co-Owner and Comptroller, Coastal Communications Rockport, Maine	1989 - 2008
Main Office Manager and Commercial Loan Officer, Camden National Bank Camden, Maine	1983 - 1989
Loan Officer, Merrill Trust Company Bangor, Maine	1982 - 1983
PANELS, PRESENTATIONS AND CONFERENCES	
"Live Girls" screening and discussion  Numerous locations throughout Maine  Planned and directed presentations by Diversity Coalition students	2003 - 2007
"Girls Will Be Girls" Conference Colby College Presenter	2004
Maine Youth Action Network  Ellsworth, Maine  Coordinated presentations by Diversity Coalition students	2005
Panelist, BBC Classical Music in Community Symposium Gilmore International Piano Festival, Kalamazoo, Michigan	2000
Planner, Presenter and Filmmaker, "Girls Will Be Girls" Conference University of Maine, Orono Collaborated with 5 other scholars in making documentary film and panel pre- the development of adolescent girls	2002 sentation on

## **Board Member Information Sheet**

**Directory Information** 

Name of proposed Public Charter SchoolWayfinder Academy
Name of Board MemberDr. Dorothy Foote
Mailing AddressP.O. Box 17643 Portland ME 04112
Telephone (Home)(207) 230.4596
Telephone (Business)(207) 926.4532
Email Addressdorothyf@wayfinderschools.org
OccupationCEO and Head of School

### Questions:

- 1. How long have you resided in Maine (the catchment area)? 57 years
- 2. Why do you wish to serve on the governing board?

  I have led Wayfinder Schools for 9 years and desire to see it continue to grow and serve many more youth with the goal of earning a high quality high school diploma. Becoming a public charter school will ensure that our most vulnerable youth will have equal access to this significant marker of adulthood.
- 3. What interests or concerns do you have regarding the proposed public charter school?

No concerns. My interest is to raise the graduation rate in Maine. With this progressive and innovative school, we can serve many more of our most vulnerable youth.

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

I have been Chair of the Truancy, Dropout, Alternative Education Committee at the State since 2012. I teach Psychology of Adolescence for UMaine, as well as having taught in the College of Education for UMaine. My masters and doctoral work included developing social justice and education programs for adolescents aged 14-19.

# 5. What special qualifications do you have that will help you to be a board member?

I have been an officer/trustee on many non profit Boards in history, I was a banker for many years, and I hold a MS in Human Development and Ph.D in Psychology and Education.

6. Describe the role that the board will play in the charter school's operation. The Board of Directors of Wayfinder Academy will be involved in the fiduciary and policy responsibilities of successfully running a state charter school. As well, will support key staff in ensuring a high quality educational experience for Maine's youth. The Board will be involved in fundraising, as well as raising awareness around our particular program tracks.

# 7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will continue to be curious and knowledgeable about best practices in regard to adolescence; a significant moment in psychological growth moving into adulthood. We will continue to build the Board by looking to individuals who have specific expertise in adolescence, education, public health, accounting, law, restorative school practices, and other colleagues who can support the work. As well, the Board will need to continue to build on its fiduciary responsibilities and fundraising capacity to ensure long term success for the Academy.

# 8. What is your understanding of the appropriate role of a public charter school board member?

To be intimately involved with growth and success of the Academy; fiscally responsible, demanding best practices in education and high quality teachers, proper reporting and assessment, and adherence to all public charter school rules and regulations.

# 9. How will you know that the charter school is succeeding (or not) in its mission?

Using the narrative above and evaluation systems Wayfinder Schools already has in place, we will be able to track data and ensure accountability and success.

Sign_D	Or. Dorothy D. Foote	 
Date_08	3/12/16	

For your convenience in completing, this sheet is located on our website (<a href="http://www.maine.gov/csc/">http://www.maine.gov/csc/</a>).

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TAB 27. Board Member Profile

Wayfinder Academy Board Member Paul Andrews, Chair	Education	Law	Finance	Health	Human Resources	Restorative Practices
Brenda Chandler, Treasurer			×			
Frederick Van Liew, Secretary	X	X				X
Dr. Phyllis Brazee	X					
Alison End Fineberg				X		
Catherine Martin	X			X		
Dr. Dorothy Foote, Ex Officio	X		X		X	×

## **TAB 28.**

## Wayfinder Academy Officers and Committee Chairs

## Officers:

Chair: Paul Andrews Treasurer: Brenda Chandler Secretary: Frederick Van Liew, J.D.

## Committee Chairs:

Initial committees identified include: Finance, HR and Academic Policy, however, these committees will not be formed until we have a core of nine board members, at which time chairs will be appointed.

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#### D. Business and Financial Services

#### D.1 Budget

Wayfinder Academy's financial planning, accounting, purchasing and payroll functions will be performed by or delivered through Wayfinder Schools, and will be included in the Administrative and Technology Services Agreement (explained further below). Chief Financial Officer (CFO) of Wayfinder Schools holds primary responsibility for financial planning, including operational and capital budgets, cash flow planning, and financial analysis to support decision-making. Wayfinder Schools has contracted a Maine-based public accounting and consulting firm to provide accounting and bookkeeping services. This arrangement not only results in enhanced financial controls, but also allows Wayfinder Schools to scale services in a cost-effective manner. As such, Wayfinder Schools will expand the scope of services with the outsourced firm to meet the increased need associated with Wayfinder Academy. CFO oversees the relationship with the outsourced firm and monitors its performance.

Wayfinder Schools' administrative staff and outsourced accounting firm perform the accounts receivable, accounts payable, purchasing, cash management and payroll functions, as outlined in the optional attachment *Wayfinder Schools - Accounting Procedures and Internal Controls Practices Manual* found at the end of this section, after the required **Tab 29** Budget. The manual describes the best practice procedures and internal controls employed for all accounting functions. In collaboration with the outsourced firm, the procedures and controls will be reviewed and updated annually.

CFO is responsible for ensuring compliance with financial reporting requirements. All monthly and yearend reporting, both internal and external, is the responsibility of CFO, with support from Wayfinder Academy's Finance Committee.

### Administration and Governing Board Financial Roles & Responsibilities

#### Board

The Board of Wayfinder Academy is fully responsible for all governance of the Academy, and ultimately responsible for all management, policy and budgeting decisions impacting the Academy and its students.

The Board will establish a Finance Committee made up of knowledgeable advisors who will work closely with CEO and CFO to ensure that the financial needs of Wayfinder Academy are met, and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools. The

Finance Committee will exercise oversight of the financial affairs of the corporation and of the corporation's investments. The Committee will review the annual budget of the corporation, and after consultation with CEO and other members of management of the corporation, the Committee will recommend an annual budget for adoption by the Board of Directors. The Committee will report on the financial condition of the corporation and on the performance of the corporation's investments at each regular meeting of the Board of Directors.

The Audit Committee will be responsible for ensuring the accuracy of the corporation's financial statements. The Committee will be responsible for engaging and overseeing the corporation's independent auditors and will review at least annually the adequacy of the corporation's internal financial controls, including the mechanisms for internal reporting of questionable conduct. The Committee will meet privately with the independent auditors, as it deems appropriate but not less than once annually. The Committee will report to the Board of Directors on the status and results of the independent audit.

#### **CFO**

CFO of Wayfinder Schools is responsible for the financial management of the corporation, including but not limited to maintaining complete and accurate books and records, implementing effective controls, and cash management. CFO attends Board meetings and provides reports to the Board, as well as to Finance Committee members between Board meetings. CFO is responsible for ensuring compliance with financial reporting requirements. All monthly and year-end reporting, both internal and external, is the responsibility of CFO. CFO is adept at using financial software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines.

Upon request of the Board, CFO will: (i) prepare and submit reports on the entity's finances as often as on a monthly basis in addition to those financial reports required by Applicable Law or the Charter, and (ii) provide the Board with such other information as reasonably necessary and appropriate to enable the Board to monitor performance under the Charter and related agreements, including the effectiveness and efficiency of the entity's operations.

#### Annual Financial Audit and Administrative Operations Plans and Procedures

Wayfinder Academy will adhere to Generally Accepted Accounting Principles and will annually engage an external auditor to perform an independent audit of the Academy's finances. The audit will be conducted according to Government Auditing Standards by an independent Certified Public Accountant licensed in Maine. The Academy will provide all necessary financial records, documentation, and data required to complete the financial audit in a timely manner. CFO will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately. Wayfinder Academy will submit the audit to the Maine Charter School Commission and Department of Education.

#### Financial Transparency & Public Openness

The Academy will adopt an annual budget for each fiscal year during the term of the charter. CEO and CFO will develop and present to the Finance Committee a proposed annual budget for each fiscal year by March 15 for the following fiscal year, and the Board will finalize an annual budget by May 15 for the following fiscal year. All financial reports, to include those addressing any variances, will be shared with the authorizer and will be readily available to the public. The information will be presented at an annual Board meeting and as such will be made available to the public.

#### Process for Selecting and Payment of Contracted Business Services

Administrative and technology services provided by Wayfinder Schools are described below and will be captured in the Administrative and Technology Services Agreement, to be finalized after approval of the application. Fees, which are subject to approval of the Boards of Wayfinder Academy and Wayfinder Schools, will be set a market rates for the services included and the individual skill-sets required to perform the work.

Administrative Services. During the term, Wayfinder Schools and its affiliates will provide or cause to be provided to the Academy the administrative services ("Administrative Services") as summarized below. Wayfinder Schools will provide the Administrative Services at the Academy's facilities and from Wayfinder School's offices in New Gloucester, Maine and elsewhere, as deemed necessary in Wayfinder School's discretion.

<u>Personnel Assistance</u>. Assist with management of personnel, including recruiting and hiring recommendations; reference, certification, and background checks; training and professional development; and performance management. Administer payroll, health and dental insurance, retirement and other benefits. Recommend human resources policies and strategic plans for staffing, development. Maintain personnel records for compliance.

<u>Insurance</u>. At the discretion of the Wayfinder Academy Board, assist the Academy with obtaining general liability, professional liability, and property and casualty insurance, or other insurance required, with a reputable carrier for the Academy in accordance with the Charter and applicable law.

Business Administration. In conjunction with CEO, provide administration of business aspects and day-to-day management of the Academy. These services will include at the discretion of the Wayfinder Academy Board:

- 1. Consultation, and services as liaison for Academy with the Charter Authorizer, and other governmental offices and agencies.
- 2. Consistent with other provisions of the Agreement, provide school administrative staff as appropriate.
- 3. Work with Academy counsel, if any, on legal matters affecting the Academy.
- 4. Assist with preparation of forms, operations manuals, handbooks, guides, and policies and procedures as necessary or required by the Charter or Charter Authorizer.
- 5. Consultation with respect to, and monitoring and oversight of, state reporting systems.
- 6. Assist Academy in identifying and applying for grants and other funding opportunities.
- 7. Assist with the administration of federal entitlement programs (e.g., Title I, IDEA).
- 8. Assist with arranging contracts with school districts, education services centers, and professional service providers for special education, testing and other support services on School's behalf.
- 9. Assist with establishing and implementing policies and procedures to maintain proper internal controls.
- 10. Provision of regulatory compliance services, including responses to audits.
- 11. Provision of such other administrative and consulting services as agreed in writing by the Parties from time to time.

### Budgeting and Financial Reporting.

- 1. Working with CEO, contribute to the preparation of a proposed annual budget for the Academy, including projected revenues, expenses and capital expenditures, following the process designated in the agreement.
- 2. As practical and as possible, provide to the Academy on a periodic basis, but no more frequently than monthly, detailed statements of all revenues received, from whatever source by the Academy, and detailed statements of all direct expenditures for services rendered to the Academy.
- 3. Provide to Academy all financial reports required under Applicable Law and by the Charter Authorizer.
- 4. Subject to any confidentiality obligations imposed on Wayfinder Schools by third parties, provide to Academy such other information either required by the Charter Authorizer to be made available to the Academy or the Charter Authorizer requested by the Academy, in each case within a reasonable time following such written request therefore, and in all cases consistent with Applicable Law.

#### Financial Management

- 1. Provide ongoing bookkeeping and accounting services.
- 2. Assist in necessary planning, forecasting, and reporting functions as appropriate.
- 3. Assist with selection of qualified CPA firm to perform annual financial audit.
- 4. Coordinate and assist with third-party audit(s) of the Academy.

<u>Grants and Donations</u>. On behalf of Wayfinder Academy, and with the approval of the Board, Wayfinder Schools may solicit and receive grants and donations from public funds through competitive or non-competitive processes, and private sources consistent with the Academy's objectives; provided, however, that any solicitation of such grants and donations by Wayfinder Schools will be subject to the approval of Wayfinder Academy and such fund shall be used as designated.

<u>Additional Administrative Services</u>. Any other services as agreed to in writing by the Parties from time to time.

**Technology Services:** During the Term, Wayfinder Schools and its Affiliates will provide or cause to be provided to School the technology services ("Technology Services") described below. Wayfinder Schools will provide the Technology Services at Academy's Facility (defined below) and from Wayfinder Schools' offices, as deemed necessary and in Wayfinder Schools' discretion.

- 1. Install, configure, and maintain the Academy's accounting system.
- 2. Install, configure, and maintain the Academy's payroll system.
- 3. Install and maintain the Academy's computer network.
- 4. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the Charter School.
- 5. Train school staff, as deemed appropriate and necessary, on technology systems.
- 6. Propose for the Academy adoption policies and procedures regarding the responsible use of computer equipment and other school property.
- 7. Ensure electronic security of Wayfinder Academy records (through the use of encryption, firewalls, etc.).
- 8. Provide an Internet-filtering device to ensure that students do not have access to inappropriate materials on the Internet.
- 9. Provide Wayfinder Academy email accounts for Charter School employees.
- 10. Provide technology support services to address computer and software issues.
- 11. Oversee changes to the Academy's website.
- 12. Coordinate security, creative, and content issues pertaining to the website.
- 13. Coordinate website hosting contracts and relationships with vendors as needed.
- 14. Handle troubleshooting issues for the Academy's website and send issues to the appropriate person or division for resolution.
- 15. Additional Technology Services in Wayfinder Schools' discretion and any other services as agreed to in writing by the Parties from time to time.

#### Per Pupil Revenue Assumptions

Per pupil revenue projections have been formulated using the Maine Department of Education ED 279 Report as a guide. The budget is based on the secondary EPS rate of \$7,078, the current State average rate (2016-2017). Additional assumptions include 90% of the student base qualifying as disadvantaged, 3% with limited English proficiency, and 25% having identified special education needs.

Believing that all Maine students should be able to complete their high school diplomas, Wayfinder Academy allows Passages students who have exceeded the maximum age allowed by the public system to continue their studies and earn their diplomas. The Academy understands that the State funding allocation is not available for students who have attained the maximum age. The per pupil revenue projections appropriately reflect only the enrolled students who carry State funding.

#### **Meeting Financial Obligations**

Working with nonprofit consultant Wendy Betts of The Shadow Group, the Academy will seek to obtain Federal charter school planning grant funds and has conservatively budgeted revenues from this source of \$50,000 per year. Other grant writing activities will be vigorously pursued.

Wayfinder Schools will provide to the Academy a monthly contribution sufficient to satisfy cash flow requirements and build an adequate cash reserve for operations (please see agreement between Wayfinder Schools and Wayfinder Academy located in the optional Appendices). The Schools have a robust development and fundraising function that annually generates sufficient funding to support the current operation of Wayfinder Schools. Funded by Wayfinder Schools, by the end of the third year, the Academy will have established a cash reserve to cover more than two months of expenses.

Wayfinder Schools has a long history of delivering the Passages and Residential tracks; thus, the budget of Wayfinder Academy is well informed by both current and historical expense data. It is important to note that due to the different delivery of the two tracks, the cost structure of Passages and Residential is also significantly different. The extended hours of the Residential track require around-the-clock staffing to deliver the program and ensure the safety and security of students.

As discussed throughout the application, Wayfinder Schools will provide administrative and technology support services to the Academy. The agreement to purchase these services will be renegotiated annually by the Governing Boards of Wayfinder Academy and Wayfinder Schools.

All real and personal property, as well as equipment, utilized by Wayfinder Academy is owned by Wayfinder Schools. The Academy's commercial lease with Wayfinder Schools includes use of buildings and other real property, computer equipment and vehicles.

The Board of Directors of Wayfinder Schools is interested in utilizing renewable energy sources, decreasing the carbon footprint of operations and, where possible, achieving cost savings. The Board is currently exploring various solar and wind projects with reputable local vendors.

#### Required Tabs

**Tab 29:** Budget for the First 3 Years

**Optional Attachment (See Appendices)** 

Wayfinder Schools - Accounting Procedures and Internal Controls Practices Manual

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Maine Charter School Commission		THE PROPERTY OF THE PROPERTY O			THE RESERVE THE PROPERTY OF TH		
	2018	2019	2020	2018	2019	2020	
Grade	Year One	Year Two	Year Three				T
Pre-Kindergarten							
Kindergarten							
1st Grade							
2nd Grade		,					
3rd Grade							
4th Grade							T
5th Grade							
6th Grade							
7th Grade							Ī
8th Grade							
9th Grade							
10th Grade	000		!				T
11th Grade	001	120	140				
12th Grade			_				
Total	100	120	140/	ssumption: Th	ne estimated da	140 Assumption: The estimated dally average is assumed	med
			نب	comprise the	total enrollme	to comprise the total enrollment less the estimated	-
Est. Daily Avg.	85	106	126 r	umber of stud	ents who are n	126 number of students who are not eligible for the State	ate
	The state of the s		8	allocation due to age.	o age.	)	<b>#####</b>
Student Characteristics, Totals by Characteristic	istic		1	Assumption:			
Students residing outside the catchment			c	/00			
Students with low income status?	76.5	95.4	113.4	%00			
Studente with chapiel poode?	20 70			2000			
Condition with abadia Hadra	02.12	6.02	3.1.3	%C7			
MARTINE CONTRACT TO A COURT OF A	CONTRACTOR STATE SECTION STATE SECTION						

		2018	2019	2020	2018	2019	2020	
Budget Category	Position Name	% FTE		% FTE	П	П	Salary	Notes
Instructional Services	Lead Teacher	1.000	1.000	1,000	40.000	40 000	40.000	
	Lead Teacher	1.000		1.000	40,000	40,000	40.000	
	Lead Teacher	1.000		1.000	40,000	40,000	40,000	
	Lead Teacher	1.000		1.000	40,000	40,000	40,000	
	Teacher	1.000		1.000	35,000	35,000	35,000	
	Teacher	1.000		1.000	32,500	32,500	32,500	
	Toochor	1.000		1.000	35,000	35,000	35,000	
	Teacher	1.000		1.000	30,000	30,000	30,000	
	Teacher	1,000	0001	1,000	30,000	35,000	35,000	
	Teacher	0.250		1,000	30,000	30,000	30,000	
	Teacher	0.750	1,000	1000	05,050	0000 35	000'98	
	Teacher		0.250	0001	20,200	35,000	35,000	
	Teacher		0.750	1000		26,250	35,000	
	Teacher			0.750		20,200	28.250	
	Teacher			0.750		'  '	26.250	
	Creative Arts Instructor	0.500		0.500	17.045	17.045	17.045	
	Culinary Arts & Residential LIVIng Skills Instructor	0.875		0.875	25,585	25,585	25.585	
	Health Education Instructor	0.050		0.050	2,000	2,000	2,000	
	Campus Director	1.000		1.000	40,000	40,000	40,000	
	Lead Overnight Coordinator	0.875	0.875	0.875	22,800	22,800	22,800	
	Lead Overnight Coordinator	0.875		0.875	22,800	22,800	22,800	
	Overnight Coordinator	0.875		0.875	15,400	15,400	15,400	
	Weekend Exploration Lead	0.875		0.875	22,800	22,800	22,800	
	Weekend Exposation Support Staff	0.625		0.625	10,000	10,000	10,000	
	Cordon Condinator	0.629		0.625	10,000	10,000	10,000	
	Caldel COO CHISTO	noe'n		0.500	9,000	000'6	000'6	
Special Education	Special Education Director	1.000	1.000	1.000	50 000	50,000	50.000	
				200	200,00	0000	000,000	
Supplemental Programs								
Library Programs								
Student Support	School Nurse	0900	0.050	0.050	R ARO	E AEO	0 7 50	
	Guidance Counselor	0.500	0.500	0,500	22,500	22,500	22.500	
							ì	
Facililes								
Transportation/Food Service								
Administration & Support	Calculation	0.40	G G G					
Commission & coppor	Passage Director	0.500	0.500	0.500	37,500	37,500	37,500	
	Assistant Passages Director	0.000		0.500	37,500	37,500	37,500	
	Regidential Director	0.500		1.000	30,000	000'09	000'09	
		000.1	000.1	1,000	62,000	65,000	65,000	
	Admissions Coordinator	1.000	1.000	1.000	37,500	37,500	37,500	

### **Maine Charter School Commission**

Mairie Cili	arter School Commissio	741	Pre-Opening	Notes and Assumptions
venues		Federal and State Grants	<u> </u>	7
				4
		Foundation Grants		-
		Fundraising Events		4
		Parent Contributions		
		In-Kind Contributions	<u> </u>	4
		Other	40,875 40,875	Contribution from Wayfinder Schools
				_
xpenses	Research & Planning			
		Market Research		7
		Curriculum Development		
		Application Costs		· ·
		Consultants		7
		Staff Recruitment		1
		Board Recruitment		1
		Website Development		†
		Marketing Materials		1
		Nonprofit Incorporation	+	4
		Admissions Lottery		1
			1	-
		Other:		-
		Research & Planning	g <u> </u>	1
	Facilities			_
		Rent/Lease/Mortgage		1
		Maintenance Salaries & Benefits		
		Maintenance & Repair Expenses		
		Utilities	1	1
		Telephone		1
		Internet Services		1
		Fire & Security		1
		Custodial Services		1
		Custodial Supplies		1
		Waste Disposal		
		Other:		1
		Outor.	_	1
				1
	Administration & Suppor	Administrators' Salaries & Benefits	T	1
		Staff Salaries & Benefits	1	1
		Office Supplies		1
		Photocopy Expense	1	1
		Administrative Computers/Software	5 100	Install and configure student database
		Office Equipment	0,100	motan and comigure student database
			1	1
		Postage & Shipping	40.000	Install and configure secounting system
		Bookkeeping & Audit		Install and configure accounting system
		Payroll Services	500	Set up payroll company
		Banking Fees		
		Interest Expense		
		Legal Services	3,500	Additional entity work + Set up retirement pl
		Liability & Property Insurance		
		Directors' & Officers Insurance	3,900	
		Marketing		]
		Grant Writing		Consultant: 135 hours at \$125 per hour
		Board Expense		Board training and development
		Staff Recruitment Expense		
			40,875	
		TOTAL EXPENSES	40,875	1
		<del> </del>		•
		SURPLUS or (DEFICIT)	_	
		• •		

	:			Maine Charte	Maine Charter Commission					
			2018			2019			2020	
		Secondary	Central Office	Total	Secondary	Central Office	Total	Secondary	Central Office	Total
O4-1-4				- N	Revenues					
State Allocation			915,522	915,522		1,140,974	1,140,974		1,356,234	1,356,234
rederal Entitlement Funds	ant Funds	1	1 6		-	1	E	ı	-	1
rederal and State Grants	Granis	•	20,000	20,000	-	20,000	50,000	1	20,000	20,000
Foundation Grants	S	1	1	•	t	•	r	1	•	
Fundraising Events	ts	ı	1	1	_	1	•	•		
Parent Contributions	ons	•	•	•	1	•		1	1	
In-Kind Contributions	ons	,	•	-	•	t			1	
Other*		-	898,350	898,350	,	262'906	906,597		899,286	899.286
*Contribution from Wayfinder Schools	yfinder Schools	t	1,863,872	1,863,872	-	2,097,571	2,097,571	1	2,305,520	2,305,520
		1	- 1	Instruction	Instructional Services				50000000000000000000000000000000000000	
Regular Instruction	uu.	790,300		790,300	88		883,334	977,323		977.323
K-2 Instructional Programs	Programs						r			1
PreK Instructional Programs	Programs			1			1			•
Alternative Education	ition	,	•		•		,			ı
English as a 2nd Language	Language	•		k	E			1		
Gifted & Talented		ī		1	1			i i		
		790,300	•	790,300	883,334		883.334	977 323		977 323
							- colons	076,110		36,710
				Special Educ	Special Education Services					
Regular Classroom	ш	1		•	•		r	1		1
Resource Room		•		1			•			ľ
Self Contained		,		1	•					
Homebound/Hospital	oital	•		r	1		,	•		
Administration			59,365	59,365		59,571	59,571		59,777	59.777
Related Services		-			ŀ		τ	,		•
WAAAAA COO AAAAA AAAAA AAAAA AAAAA AAAAA AAAAA AAAA		r	59,365	59,365		59,571	59,571	-	59.777	59.777
				Other In	Other Instruction		710101:mannenee	000000000000000000000000000000000000000	000000000000000000000000000000000000000	
Co-Curricular		•		1	•		•	1		ı
Extra-Curricular				•	•		1	•		
Summer School				•	E		r	ī		
**************************************	***************************************	-	•	•	-	1	П	-		r
		1	:	Student and	Student and Staff Support				000000000000000000000000000000000000000	
Student Support Services	8									
Guidance Services	SS			24,958	24,958		24,958	24,958		24.958
Health Services		7,307		7,307	7,307		7,307	7.307		7 307
Instructional Technology	nology	7,960		7,960	9,552		9,552	11,144		11,144
Other Student Support Services	pport Services	1		1			•			
Staff Support Services										
Improvement of Instruction	nstruction	156,912		156,912	195,343	195,343	195,343	196,911	196,911	196,911
								The second second		

			Maine Charte	Maine Charter Commission					
	ŀ				2019			2020	
Secondary	~ j	Central Office	Total	Secondary	Central Office	Total	Secondary	Central Office	Total
-			1			-	•		
	1		1	1		r	1		•
,	ij		-	-		•	•		
197,136	<u> </u>	1	197,136	237,159	-	237,159	240,319	,	240,319
			System Ad	System Administration					
11 0 1 1 0 1 2 0 1 3 0 1 4 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		373,306	373,306		374,361	374,361		375,416	375,416
3		373,306	373,306	1	374,361	374,361		375,416	375,416
			(						
ľ			School Adi	School Administration					*********
129,481			129,481	109,810		109,810	110,139		110,139
129,481		1	129,481	109,810	-	109,810	110,139		110.139
			Transportatic	Transportation and Buses					
4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4		65,200	65,200		78,500	78,500		91,930	91,930
)	ď	65,200	65,200	-	78,500	78,500	1	91,930	91,930
			Facilities M	Facilities Maintenance					
174,745	:	6,500	181,245	176,695	6,500	183,195	178,675	6,500	185,175
174,745		6,500	181,245	176,695	6,500	183,195	178,675	6,500	185,175
			∆II O±bor F	All Other Expenditures					
		47.840	47.840	Solmina Sol	51 640	E4 640		25 440	CE 440
		-			0,10	$\neg$		33,440	05,440
			ı			d d			•
7	7	47,840	47,840		51.640	51.640	1	55 440	55 440
								01150	01100
1,291,661	2000000	552,211	1,843,872	1,406,998	570,572	1,977,571	1,506,457	589,063	2,095,520
1 (1.291.661)	_	311 662	20.000	(1 408 998)	1 525 000 1	120 000	(4 FOR AET)		000.080
Trong parts			70,00	1000,00T,1		1 20,000	(1,300,43/)	1,049/	210,000

	Description	Teacher salary	Teacher payrol! withholding/henefits, excluding retirement/hittion	eacher refrement	leacher tuition	Ed Tech salary	Ed Tech payroll withholding/benefits, excluding retirement/fluition	Ed Tech retirement	Ed Tech tuition	utor salary	utor payroll withholding/benefits	Tutor retirement	Substitute salary	Substitute payroll withholdling/benefits, excluding retirement/fultion	Substitute retirement	Regular Stipend	Department Head Stipend	eacher Leader Stipend	Stipend payroll withholding/benefits	Purchased Professional Services	Employee Training and Development	Purchased Property Services	Technology Related Repairs and Maintenance	Software Related Repairs and Maintenance	_ease/l.ease Purchase of Technology Equipment	Other Purchased Services	Ruitlon paid to other school administrative units	fultion paid to private schools	fultion paid to Charter Schools	Utilion/assessment paid to regional programs	Employee travel, excluding Professional Development (code to function 2213, object 5810)	Other Supplies (not delineated below)	nstructional Supplies	Books	lechnology Related Supplies	Property (fixed asset)	Property (supply asset)	Fechnology related hardware (fixed asset)	Fechnology related hardware (supply asset)	Fechnology related software (fixed asset)	Technology related software (supply asset)	Miscellaneous (See Note 1)	Contingency		Notes;	1) School/Student Activities
2020	Q 08E-00E	94,630 Te	<del> </del>	T.		152,799 E	31,894 E	<u>ш</u>	1			Ē	S	ď	Š	2		Te	8	1,000 P	<u>ш</u>	P	T	Š		21,780	Ĕ	Ĭ	Ĭ	i i	- 17		11,850 In	Ď			1,400 P	<u>"</u>	1			20,840 M	Ö		Ž	
	010-190																																													
2019	300-380	524,630	116,444	1		152,799	31,371	*	4	) ) (			1						T.	1,000	4	•	a l	1		19,800						5,550	10,300			4	1,400		E.			20,040				
	010-190																																											1	1	-
П		454,630	98,283			152,799	30,847		1	1										1,000					(	18,000						74	oc / 'o				1,400	1		t		19,240				
E 1	040-190																																											Ī	1	
Н	Object	9	2010	2310	2510	1020	2020	2320	2520	1210	2000	2330	1230	2030	2330	200	1510	1560	2000	9000	3300	4000	4320	4330	4430	2000	0190	5630	2990	2690	2800	0000	2000	0400	nnco		1007	340	/341	350	321	0000	0006	†		
	tion																	Ţ														Ţ	T	T		Î	ĺ	Ť	Ì	1		1	T	+	$\dagger$	1
$\vdash$	-	1000	1000	1000	1000	1000	1000	1000	1000	9	1000	100	9	100	1000	1000	1000	1000	1000	1000	1000	9	1000	1000	1000	1000	1000	1000	100	100	1000	1000	1000	1000	2 6	300	1000	1000	100	1000	1000	3001	1000	+		
	$\rightarrow$	$\neg$	$\neg \neg$				$\neg$	$\neg$	_		_	$\neg \tau$	$\neg$	$\neg$	一	7	$\neg$		Т	_	_	_	$\neg$	$\neg$	$\neg$	$\neg$	$\neg$	$\neg$	_	$\neg$	$\neg$		1	Т	7	7	$\neg$	$\neg$		$\neg$	一	$\neg$	9	$\downarrow$	1	_
	on Fund	<u></u>	9	1000	1000	100	80	8					8	1000	001		0001	1000	3		3						000											000	000					+	+	-
	Regular Instruction																																													

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	Description	Director salary	Director payroll withholding/benefits, excluding retirement/fultion	Director retirement	Director tuition	Secretary salary	Secretary payroll withholding/benefits, excluding retirement/fuition	Secretary retirement	Secretary tuition	Regular Stipend	Department Head Stipend	Teacher Leader Stipend	Stipend payroll withholding/benefits	Purchased Professional Services (not accounted for under object 3440)	Employee Training and Development	Contracted services eligible for subsidy calculation (see Handbook definition)	Purchased Property Services	Technology Related Repairs and Maintenance	Software Related Repairs and Maintenance	Rental of Technology Equipment	Other Purchased Services	Online software subscription	Room and board	Tutton paid to other school administrative units and regional programs	Tuition paid to private schools	Tultion paid to charter schools	Employee Travel, excluding Professional Development	Employee Travel for Professional Development	Other Supplies (not delineated in 6000 range below)	Books	Technology Related Supplies	Technology related hardware (fixed asset)	Technology related hardware (supply asset)	Technology related software (fixed asset)	Technology related software (supply asset)	Miscellaneous	Contingency
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2018	010-190 300-380																						1	3	1												
	10-190																																				
	늉	1040	2040	2340	2540	98	2080	2380	2580	1500	1510	1560	990	3000	3300	3440	4000	4320	9	4430	2000	5350	5130	2610	5630	2990	0000	5810	0000	9400	0009	340	347	200	(35)	0008	anna
	tion			1									T			T	T	T	T	T	1			1		Ī		T				Ï	1	ľ		T	1
H	****	2330	2330	2330	2330	2330	2330	2330	2330	2330	2330	2330	7330	2330	2330	2330	2330	233	2330	2330	7330	2330	2330	2330	2330	2330	7330	7330	2330	2330	7330	7330	7330	2330	7330	7330	2330
	_	2500	2500	2500	2200	2200	2500	2500	2500	2500	2200	2200	2002	2200	0097		2200	200	200	2200	2007	2500	2500	2500	2500	2500	2200	2200	7200	2500	200	2200			7002	2000	7002
Ц	Fund	1000	000	900	8				8	1000		9			000	000			3	900		9	1000	8	8	8		000	000	000	200				000		1000
	Support Services	across all grade fevels																																			

	Description	Soundaine Discoper payable historial base size and discourse biscoper payable by the soundaine s	Guidance director rethement	Guidance director trillion reimbursement	_	_	worker retirem	Guidance Counselor/social worker Tuition Reimbursement	Secretarial support salary	Secretarial support payroll withholding/benefits, excluding retirement/tuition	Secretarial support retirement	Secretarial support tuition reimbursement	Department Head Stipend	Stipend payroll withholding/benefits	Purchased Professional Services	Employee Training/Development	Purchased Property Services	Technology Related Repairs/Maintenance	Software Related Repairs/Maintenance	Computer Related Equipment Leases	Other Purchased Services	Online book subscription	Online software subscription	Employee Iravel, excluding Professional Development	Employee Trave for Professional Development	Outplies	DUMB Transcis and Dulletted Control of the Control	December of the second	Property (inter asset)	, carding	Technology Related Hardware (Tixed asset)	Hardware	Technology Kelated Soltware (fixed asset)	Hecificiology Kelaited Software (supply asset)	Miscellaneous	Contingenty	Description	Nurse salary	Nurse payroll withholding/benefits, excluding retirement/fuition	Nurse retirement	Nurse tuition reimbursement	Support staff salary	Support Staff payroll withholding/benefits, excluding relirement/tuition	Support Staff retirement	Support Staff tultion reimbursement	Nurse aide salary	Nurse aide payroll withholding/benefils, retirement/fuition	Nurse aude retirement	Nurse aide tuition refinbursement	Purchased Professional Services	Employee Training/Development	Contracted Setvices	Tuckadeu Probeity Services	Technology related repairs with the recommendation of the related	Committer Related Fruitment Lesses	Other Purchased Services	Employee Travel, excluding Professional Development	Φ.	selidas
2020	300-380			1	22,500	2,458								3					•		e	*	1						•								300-380	6,450	857				*														, agent		
	010																																			2000 Marie 1	010-190																						
2019	300-380			•	22,500	2,458																		,						,							300-380	6,450	857		1	ì						*	Ę		1					•	ă.		
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	300-380			1	22,500	2,458			Ī		*	3					Ī	1		.*	1	Ī	Ī			Ī		1				Į,					•	6,450	827			1										Ī					,		
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on plants	Cultaille cellifice																																				Health Services																						

Property (fixed asset)	Trioperty (supply asset)	lechnology Kelated Hardware (fixed asset)	Technology Related Hardware (supply asset)	Technology Related Software (fixed asset)	Tochrology Dolog Coffees (2000)	recilioned reference contracts (supply asset)	Miscellaneous	Contingency		Description	Technology Integration Teacher Salary	Technology Integration payroll withholding/benefits, excluding relirement and fultion	Technology Integration Teacher Retirement	Technology Integration Teacher Tutton Retmbursement	Ed Tech salary	Ed Tech pavroll withholding/benefits, excluding retirement/hitting	Ed Tech refirement	Ed Tech fuition reimbursement	Director/Coordinator salary	Director/Coordinator payor withhold in other aveluding builton	Director(Coordinator fulfion reament	Administrative Support Tech Assistant salary	Administrative Support/Tech Assistant pavroll withholding/benefits. excluding retirement/unition	Administrative Support/Tech Assistant retirement	Administrative Support/ Tech Assistant Tuition	Süpend	Stipend payroll withholding/benefits	Purchased Professional/Technical Services	Employee Training/Development	Technology Related Repairs/Maintenance	Software Related Repairs/Maintenance	Computer Related Equipment Leases	Online book subscription	Online software subscription	Employee Travel	Employee Travel for Professional Development	Supplies	Books	Technology Related Supplies (I.e. software)	Technology Related Hardware (fixed asset)	Technology Related Hardware (supply asset)	Technology Related Software (fixed asset)	Technology Related Software (supply asset)
i					1.17					300-380											,	1	¥	*					4	•	*	*		11,144			ŧ	•	•	1			*
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7000	7340	1044	1.04	7350	7351	8000	2000	9000		~	1010	2010	2310	2510	1020	2020	2320	2520	1040	2040	2540	1180	2080	2380	2580	1200	2000	3000	3300	4320	4330	4430	2340	5350	5800	5810	0009	6400	9200	7340	7341	7350	/301
2130	2130	2430	75130	12130	2130	2130	2676	2130	-	_	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	7730	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230	2230
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100										nstructional Jechnology					- 1				٠.		-	٠.	• •	• •					*					-		٠.		-	-				

2020	300-380 010-190 300-380 Description	162,500 (Sae Note 1)	withholding/benefits, excluding refrement/fuition		Curriculum Coordinator tuttion reimbursement	Secretary salary	Secretary payroll withholding/benefits, excluding retirement and professional dayahamani	Secretary refirement	Secretary fullon reinbursement	Stitute of Stitute of	Stipend payroll withholding/cenefits	Furchased Professional Services	5,000 Employee Training/Development	Purchased Property Services	Technology Related Repails/Maintenance	. Software Related Repairs/Maintenance	Computer Related Equipment Leases	Other Purchased Services	Online book subscription	Online software subscription	Employee Travel, excluding Professional Develorment	Employee Travel for Professional Development	Supplies	Books	Technology Related Supplies	Property (fixed asset)	Property (supply asset)	Technology related hardware (fixed asset)	Technology related hardware (supply asset)	Technology related software (fixed asset)	Technology related software (supply asset)	Miscellaneous	- Contingency
2019	10-190 300																																
-	읙	132,500	20,412	10.00				•		4			4,000	3																			
2	010-190																															_	
		1040	2040	2340	2540	180	2080	2380	2580	1500	2000	3000	3300	4000	4320	4330	4430	900	5340	5350	2800	5810	800	9400	9200	2000	7001	7340	7341	1320	/351	8000	0006
	Program Function Object	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	2210	0122
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Notes: (1) Passages Director, Assistant Passages Director, and Residential Director

20   Description	2		Board payroll withholding/benefits	Board secretary salary		14,850 Purchased Professional Services (i.e. annual audit costs)	4,290 Other Purchased Services (include Board liability insurance)	Board travel	The All Supplies	Property	2.000 Miscellaneous	100	Commigered	0   Description	Stipends	- Stipend payroll withholding/benefits	- Professional Services - Election Services	Postage, Advertising and Printing	0   Description	Staff Negotiations Legal Services	Description		Administrative payroll withholding/benefits. excluding retirement/hutton	Administrative retirement	Administrative tuition reimbursement	Secretary's salary	Secretary's payroll withholding/benefits, excluding retirement/fuition	Secretary's retirement	Secretary's tuition reimbursement	Temporary Office Staff Salary	Temporary Office Staff payroll withholding	Purchased Professional Services	Contracted Services - Superintendent	Employee Training and Development	Assessment or Administration	Purchased Property Services	lechnology Related Repairs and Maintenance	Software Related Repairs and Maintenance	Rental of Technology Equipment	- Other Purchased Services	Other Purchased Services - Cell Phones	- Employee Travel, not including Professional Development	Employee Travel for Professional Development	- Other Supplies (not delineated in 6000 range below)	Technology Related Supplies	- Property (to include equipment; fixed asset)
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Program	0000	0000	0000	2000	0000	9000	000	0000	0000	0000	0000	0000		Progra	0000	0000	0000	0000	Program	0000	Program	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000							0000	0000	0000	0000	0000	0000	0000	0000	0000
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	1000	0000	2320	7340				Trobotty (Williams equipment, supply asset)
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	- 1	0000	232U	000	T.			Technology related software (capitalized)
	1000	0000	2320	8000				Miscellaneous (include interest on short term operating loans)
	90	0000	2320	0006				Contingency
entral Services	Fund	Fund Program	Function	Object	900	900	006	Description
	- 1	0000	2500	1180		ı	(II)	Business staff salary(ies)
	1000	0000	2500	2080		1	ı	Business staff payroll withholding/benefits, excluding tuition
	1000	0000	2500	2580	•		ď	Business staff tuition reimbursement
	- 4	0000	2500	1200		1		Temporary Office Staff Salary
	1000	0000	2500	2030			*	Temporary Office Staff Payroll withholding
		0000	2500	1500	1.		40	Stipend (use for Affirmative Action Officer)
	1000	0000	2500	2000			ŧ	Stipend payroll withholding
	1000	0000	2500	3000		1	1	Purchased Professional Services
		0000	2500	3300			ì	Employee Training/Development
	1000	0000	2500	3410		•	ı	Assessment for Administration
		0000	2500	4000		-	ì	Purchased Property Services
	1000	0000	2500	4320	750	250	750	Technology Related Repairs and Maintenance
	1000	0000	2500	4330	1. 1.			Software Related Repairs and Maintenance
	- 1	0000	2500	4430	-	-	1	Rental of Technology Equipment
	1000	0000	2500	2000	350,856	350,881	350,906	Other Purchased Services
	- F	0000	2500	5320	1			- Cell Phones
	$\neg$	0000	2500	5350	2,300	2,460	2,620	Online Software Subscription
	1000	0000	2500	2800	1	7 S. Serie		Employee Travel, not including Professional Development
	- 1	0000	2500	5810	1			Employee Travel for Professional Development
	- 1	0000	2500	0009			a a	Supplies
	- 1	0000	2500	6500	-		1	Technology Related Supplies
	- 1	0000	2500	2000	1		ĭ	Property (to include equipment: fixed asset)
		0000	2500	7001				Property (to include equipment; supply asset)
	1000	0000	2500	7340	1		* /	Technology related hardware (capitalized)
	- 1	0000	2500	7350	1	*	1	Technology related software (capitalized)
		0000	2500	8000	1	1.	1	Miscellaneous
	1000	0000	2500	0000	ı.	•	•	Contingency

Notes:
(1) Includes estimated fees for administrative and technology services purchased from Wayfinder Schools.

			ant/fuition			(See Note 1)	(See Note 1)	(1 2021 202)					(See Note 2)	(= 200)																	
	Description	Secondary principal/assistant principal salary	Secondary principal/assistant principal payroll withholding/benefits excluding retirement/fuition	Secondary principal retirement	Secondary principal fultion reimbursement	Secretary's salary	Secretary's payroll withholding/benefits excluding retirement/hutton	Secretary's tuition reimbursement	Stipend Paid (i.e. Truant Officer)	Department Head Stipends	Teacher Leader Stipend	Stipend payroll withholding/benefits	Purchased Professional Services	Employee Training/Development	Purchased Property Services	Technology Related Repairs/Maintenance (Hardware)	Software Related Repairs/Maintenance	Computer Related Equipment Leases	Other Purchased Services	Employee Travel, excluding Professional Development	Employee Travel for Professional Development	Other Supplies (not delineated in 6000 range below)	Technology Related Supplies	Property (fixed asset)	Property (supply asset)	Technology related hardware (fixed asset)	Technology related hardware (supply asset)	Technology related software (fixed asset)	Technology related software (supply asset)	Miscellaneous	Contingency
2020	300-380	37,500	7,273			37,500	7,491	-				+	16,875	4		1	*	-			J.	)		*		i.				3,500	)
7	010-190																														
2019	300-380	37,500	7,108			37,500	7,327	anto Br					16,875				Ť	Í				1	1	1			4		î	3,500	
20	10-130																														
2018	300-380 0	37,500	6,943			37,500	7,162	*					36,875												,					3,500	
20	010-190								L																						
_	Object 01	1040	2040	2340	2540	1180	2080	2580	1500	1510	200	2002	3000	3300	4000	50	4330	4430	2000	2800	5810	0009	6500	0002	9	340	7341	990	7351	8000	0006
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	Program	1200	1200	1200	1200				Ц			_	_	1200		Ц				1200	1200				1200	120	200	120	1200	_	1200
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	chool Administration																														

Notes: (1) Admissions Coordinator (2) Grant writing, and compliance and reporting

900 Description	Aides salary	Aides payroll withholding/benefits excluding retirement/fuition	Aides retirement	Aides tuition reimbursement	Regular salaries (include Director, drivers, mechanics, clerical)	Regular payroll withholding/benefits	Substitutes	Substitutes payroll withholding/benefits	Purchased Professional/Technical Services	Employee training and development	Contracted services		15,730 Purchased Repair/Maintenance Services	<ul> <li>Technology Related Repairs/Maintenance</li> </ul>	Software Related Repairs/Maintenance	Rental of Other Equipment (include office photocopier lease)	Other Purchased Services	Purchased Transportation Services	Room and Board in lieu of Transportation	- Purchased Transportation Services from private source	Other Purchased Services - Cell Phones	Online software subscriptions	Employee travel costs, excluding Professional Development	Employee travel costs for Professional Development	0	-	Franshorfation supplies and parts	Property (to include equipment: fixed asset)	Property (to Include equipment; supply asset)	Equipment (fixed asset)	Equipment (supply asset)	Technology Related Hardware (fixed asset)	Technology Related Hardware (supply asset)	Technology Related Software (fixed asset)	Technology Related Software (supply asset)	Cash bus purchase	Other Equipment (fixed asset)	Other Equipment (supply asset)	Wiscellaneous	Principal cost bus loan/lease purchase agreement	Interest cost - bus loan/lease purchase agreement
900	7												14,300										•		000 F0	04,200		1					1	Ţ			r				
900										1			13,000			eta e					4	4.	* 1		50 200	22,200						í	ı				4	í			j.
Object	1020	2020	2320	2520	1180	2080	1200	2030	3000	3300	3400	4000	4300	4320	4330	4440	2000	5110	5130	5140	5320	5350	5800	5810	0009	0220	6700	2000	7001	7300	7301	7340	7341	7350	/351	7300	7007	1.887	8000	8310	8320
Function	2700	2700	2700	2700	2700	2700	2700	2700	2700	2700	2700	2700	2700	2700	2700	00/2	2700	2700	2700	2700	2700	2700	2700	2700	2700	2200	2700	2700	2700	2700	2700	2700	2700	2700	7,000	7,000	2700	7,000	7,000	2/00	2/00
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	Description	Regular salaries (include Director, maintenance staff and clerical)	Regular payroll withholding/benefits	amorani Majatananco Slaff calani	Component Mointenance Court natural with technique of the	lenipolary marnetialice orali paytoli withrounggloanelis	Jepartment Haad Stipend	Jepartment Head stipend payroll withholding	Purchased Professional/Technical Services	Employee training and development	Sontracted services	Purchased Property Services	Purchased Repair/Maintenance Services ( do not Include technology items)	Other Purchased Services	Employee travel, excluding Professional Development	Employee travel for Professional Development	Other Supplies (not delineated in 6000 range below)	Maintenance Vehicle Fuel	Property (fixed asset)	Property (supply asset)	Gripment (fixed asset)	-original (supply accel)	Miscellaneous	Confinancia	SATIRITY CONTROL OF THE CONTROL OF T			Jescription	Purchased Professional/Technical Services	Contracted Services (i.e. safety and security)	Purchased Property Services (Include utilities)	Pechnology Related Repairs/Maintenance	Software Related Repairs/Maintenance	OOE approved classroom lease (See Note 1)	purchase	Slassroom lease - unapproved	Slassroom tease purchase - unapproved	Other Purchased Services (i.e. building insurance, phone)	Other Supplies (not delineated in 6000 range below)	nergy	-leating Fuel	Fechnology supplies, le software	Property (fixed asset)	Property (supply asset)	Equipment (fixed asset)	Equipment (supply asset)	Fechnology Related Hardware (fixed asset)	echnology Related Hardware (supply asset)	echnology Related Software (fixed asset)	Pechnology Related Software (supply asset)	discellaneous	Tincipal	
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2020	300-380			L		1			_																	_		300-380	٠				,	162,145		3	3°			3 300	13 230			ì		,				Ī		Ī	
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2018	300-380							<u> </u>																				300-380	•			7	•	159,745			•			3,000	12,000				i		•	,		Ï		Ī	
	010-190																									H		010-190					-									1					_						
┪	Object	0000	ZUBU	1200	2030	1610	0000	0000	0000	3300	3400	4000	4300	5000	5800	5810	9000	6260	2000	7001	7300	7301	8000	0006				J	3000	3400	4000	4320	4330	4410	4411	4450	4451	0000	0000	6200	6240	0000	2000	7001	7300	7301	7340	7341	nge/	1301	0350	8320	2
	Function	7020	7070	2620	2620	2620	0696	2000	2020	0707	0202	7,920	2620	2620	2620	2620	2620	2620	2620	2620	2620	2620	2620	2620				Function	2600	2600	2600	2600	2600	2600	2600	2600	0002	naz	2600	2600	0007	0000	2600	2600	2600	2600	2600	2800	ZPOO	2600	2600	2600	
-	εİ	0000	0000	0000	0000	DOOD	0000	2000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000				Program	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	
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,	Mainternance				•																					Other	Operations/Maintenance	Coats																							***		

Notes:
(1) Estimated annual lease with Wayfinder Schools. Assumed to be DOE approved.
Lease Includes furniture/flixtures, computer equipment, and vehicles.

			senefits	Contracted Services (use 3400 if more detail needed)			Technology supplies (software maintenance)	Capital Equipment (Cost exceeds unit's capitalization threshold)	Supply Equipment (Cost DOES NOT exceed the capitalization threshold)							penetits	Contracted Services (use 3400 if more detail needed)		Noti Food supplies Technology supplies (software maintenesses)	Canifal Faulament (Cost exceeds unit's canifalization threshold)	Supply Equipment (Cost DOFS NOT exceed the canitalization threshold)						the constitution of the co	Contracted Services (use 3400 if more detail needed)			Technology supplies (software maintenance)	Capital Equipment (Cost exceeds unit's capitalization threshold)	Cost DOES NOT exceed the capitalization (hreshold)		//41/45/				oenefits	Contracted Services (use 3400 if more detail needed)	(See Note 1)	(Another manipulation and another manipulation	Canifoldy supplies (sultiwate finalitie) (Capitalization through (Cost evocade instite controlization throughout)	Supply Equipment (Cost DOES NOT exceed the canitalization threshold)		
	Description	Salaries	Payroll withholding/benefits					tu,					12	Description		77	.33				Supply Equipment (	Hardware	Software			Description		8 (2.7) 1.7		Non Food supplies	Technology supplies	Capital Equipment (					Description		Payroll withholding/benefits	11.19	-	1	Capital Followert	Supply Equipment (	Π	Software
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2019	006					-				6	•			900	1-35,000	4.										900											900			0	0,300					
2018	900									1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				900	7/1 1.	340	,						1.40		1 000	005	1			1				15	1		900	i.	1	000	0,000				1.1	
	Object	1180	2080	3000	6300	6310	6500	7300	7301	7340	7350	8000	0006	Object	1180	2080	3000	6310	6500	7300	7301	7340	7350	8000		1180	2080	3000	6300	6310	6500	7300	7340	7350	8000		Object	1180	2080	3000	8340	6500	7300	7301	7340	7350
	Function	3100	3100	3100	3100	3100	3100	3100	3100	3100	3100	3100	3100	Function	3110	3110	3110	3110	3110	3110	3110	3110	3110	3110		3120	3120	3120	3120	3120	3120	3120	3120	3120	3120		Function	3130	3130	3130	3430	3430	3130	3130	3130	3130
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7	Ulrector and	otner mairect program	expenditures											Summer												Z La Calle									# h q h q h q h q h q h q h q h q h q h	į	Breakfast									

Description	Salaries	Pavrol withholding/benefits	Contracted Services (use 3400 if more detail needed)	Food	Non Food supplies	Technology supplies (software maintenance)	Capital Equipment (Cost exceeds unit's capitalization threshold)	Supply Equipment (Cost DOES NOT exceed the capitalization threshold)	Hardware	Software	Miscellaneous		Description	Salaries	Payroll withholding/benefits	Contracted Services (use 3400 if more detail needed)	Food	Non Food supplies	Technology supplies (software maintenance)	Capital Equipment (Cost exceeds unit's capitalization threshold)	Supply Equipment (Cost DOES NOT exceed the capitalization threshold)	Hardware	Software	Miscellaneous	Description	Salaries	Payroll withholding/benefits	Contracted Services (use 3400 if more detail needed)	Food (See Note 1)	Non Food supplies	Technology supplies (software maintenance)	Capital Equipment (Cost exceeds unit's capitalization threshold)	Supply Equipment (Cost DOES NOT exceed the capitalization threshold)	Hardware	Software	Miscellaneous
000		1		33,390									006	1		( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )									006		*		15,750							
900				29,590									900									73.55 £ 55.			900		- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1		15,750				•			
006			1.	25,790			•						900												900		j.		15,750			1				i
Object	1180	2080	3000	6300	6310	6500	7300	7301	7340	7350	8000		Object	1180	2080	3000	6300	6310	6500	7300	7301	7340	7350	8000	Object	1180	2080	3000	6300	6310	6500	7300	7301	7340	7350	8000
Function	3140	3140	3140	3140	3140	3140	3140	3140	3140	3140	3140		Function	3150	3150	3150	3150	3150	3150	3150	3150	3150	3150	3150	Function	3160	3160	3160	3160	3160	3160	3160	3160	3160	3160	3160
Program	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000		Program	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000									0000			
Fund	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000		Fund	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	Fund	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Lunch	# # # # # # # # # # # # # # # # # # #											******	MIIK												Affer School											

Notes: (1) Residential track only

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## D.2 Financial Management

Under the direction of CEO, and engaged through the Administrative and Technology Services Agreement, CFO is responsible for the necessary planning, forecasting, accounting and reporting functions, and will coordinate any third party audit(s) of the School. All financial records will be kept in accordance with Generally Accepted Accounting Principles for 501(c)(3) entities. CFO and the contracted accounting firm will establish and maintain the School's chart of accounts and accounting system, in accordance with the State of Maine reporting requirements.

CFO and the contracted accounting firm are adept at using various accounting software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines.

## Provisions for Financial Reports and Annual Audit

As the Administrative Services provider, Wayfinder Schools will deliver monthly and annual financial reports, as required by Wayfinder Academy. CFO will present the financial statement package and supplemental documents to the Board Finance Committee each month for review and acceptance. The content of financial statements and supplemental documents will include:

- 1. Monthly CFO will prepare a financial statement package that includes, at a minimum:
  - Statement of Activities showing the change in net assets for the period
  - Statement of Financial Position (Balance Sheet)
  - Statement of Cash Flows

All variances from the approved budget will be investigated and explained. CFO will ensure that all monthly regulatory reports are filed in a timely manner, including Maine Charter School Commission and Maine Department of Education reporting.

- 2. **Quarterly** Based upon year-to-date results, CFO will prepare a year-end projection for comparison to the approved budget. This will enable the Finance Committee and Governing Board to take necessary action, if need.
- 3. **Annually -** Working with the School's CEO, CFO will prepare a working budget in March for review by the Finance Committee and Governing Board. CFO will make all necessary arrangements to secure final budget approval by May 15 of the succeeding fiscal year.

## Generally Accepted Accounting Principles and Financial Audit Requirements

As previously stated, Wayfinder Academy will adhere to Generally Accepted Accounting Principles and annually will engage an external auditor to perform an independent audit of the School's financial function and statements. The audit will be conducted by an independent Certified Public Accountant licensed in Maine. A minimum of three firms will be considered based upon their experience in charter school audits and their reputation for quality and integrity. The sole decision will rest with the Governing Board.

The School will provide all necessary financial records, documentation, and data required to complete the financial audit in a timely manner. CFO will work closely with the auditor to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately. Wayfinder Academy will submit the audit to the Maine Charter School Commission and to the Department of Education.

CFO will work with CEO and the Board of Directors to procure federal entitlement funds, state funds, and other grants, and ensure that each is properly accounted for in accordance with Fund Accounting standards.

#### Planned and Actual Financial Controls

Wayfinder Academy will employ a strong system of internal controls to safeguard School assets and to ensure reliability of financial information, effective and efficient operations, and compliance with laws and regulations. The attached Accounting Procedures and Internal Controls Practices Manual will be used as a model and adapted, as needed, to employ best practice procedures and internal controls across all accounting functions. In collaboration with CFO and the outsourced firm, these procedures and controls will be reviewed and updated annually.

In addition, the Governing Board of Wayfinder Academy will be tasked with approving the budget, planning for contingencies, analyzing and monitoring risk, and monitoring financial performance. As needed, the Board will work with CEO to make operational or organizational changes to manage properly the School's financial resources. The Board will advise CEO and CFO with regard to financial policies of the organization.

## Accounting Software

Working with the Administrative Services provider, Wayfinder Academy will research and select a viable accounting system that supports the School's needs for robust financial reporting and seamless integration with, or conversion to, the Maine Education Data Management System (MEDMS).

CFO and the contracted accounting firm will establish and maintain the School's chart of accounts and accounting system, in accordance with the State of Maine reporting requirements, and will be adept at using the accounting software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines.

## **Student Records and Management**

Wayfinder Academy will select and implement a student records database to track enrollment, monitor student performance, track eligibility for free and reduced lunch, and more. The system will allow for ease of reporting to and interface with to the Maine Department of Education and the Maine State Charter School Commission.

Wayfinder Academy and its Governing Board will comply with the Freedom of Information Act regarding student records, administrative records, and meetings. The School will comply with the use of all required information systems, as specified by the Maine Department of Education and the Maine State Charter School Commission. The school will maintain cumulative records for all enrolled and withdrawn students, and will ensure the security and confidentiality of all such records in accordance with the Freedom of Information Act (FOIA) and other applicable laws such as the Family Educational Rights and Privacy Act (FERPA).

All school personnel will be trained in and adhere to FERPA to ensure the confidentiality of student records, including maintaining an equivalent level of security on electronic transmission of information. All Wayfinder Academy faculty and staff will sign a Computer and Network Acceptable Use Policy related to Internet access to student information. Wayfinder Academy reserves the right to consult with legal counsel when an apparent conflict between statutes governing student records arises (e.g., FOIA and

FERPA).

## **Development and Dissemination Financial Reports**

As the Administrative Services provider, Wayfinder Schools will deliver monthly and annual financial reports, as required by Wayfinder Academy. CFO will present the financial statement package and supplemental documents to the Board Finance Committee each month for review and acceptance, as follows:

- Monthly CFO will prepare a financial statement package that includes, at a minimum, a
   Statement of Activities showing the change in net assets for the period, Statement of Financial
   Position (Balance Sheet), and Statement of Cash Flows. All variances from the approved budget
   will be investigated and explained in detail. CFO will ensure that all monthly regulatory reports
   are filed in a timely manner.
- 2. **Quarterly -** Based upon year-to-date results, CFO will prepare a year-end projection for comparison to the approved budget. This will enable the Finance Committee and Governing Board to take necessary action, if need.
- 3. **Annually -** Working with the School's CEO, CFO will prepare a working budget in March for review by the Finance Committee and Governing Board. CFO will make all necessary arrangements to secure final budget approval by May 15 of the succeeding fiscal year.

As previously stated, Wayfinder Academy will adhere to Generally Accepted Accounting Principles and annually will engage an external auditor to perform an independent audit of the School's financial function and statements. The audit will be conducted by an independent Certified Public Accountant licensed in Maine. A minimum of three firms will be considered based upon their experience in charter school audits and their reputation for quality and integrity. The sole decision will rest with the Governing Board.

The School will provide all necessary financial records, documentation, and data required to complete the financial audit in a timely manner. CFO will work closely with the auditor to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately. Wayfinder Academy will submit the audit to the Maine Charter School Commission and to the Department of Education.

## **Comprehensive Insurance Coverage**

At present, Wayfinder Schools partners with Clark Insurance based in Portland, Maine to purchase industry-appropriate insurance coverage. Existing coverage is targeted to educational institutions and meets or exceeds the recommended or mandated coverage levels. Wayfinder Academy will purchase similar policies and presents the Letter of Insurability below from Clark Insurance as evidence of insurability.

#### **D.3 Facilities**

Wayfinder Academy operates three program sites:

- 1. Main Campus is located at 215 Gloucester Hill Rd. in New Gloucester. This campus has been owned and operated by WS since 1910. It is the primary residential and administrative site, and is also home to one of our three Passages hubs. This campus consists of 321 acres of woods, fields and farmland. It is divided into upper and lower campuses. Upper campus includes two large residential, academic and administrative buildings; a learning center, the residential program director's residence, a garden, a greenhouse (currently under construction), a large chicken house, a cow barn, a garage/barn, an outdoor basketball court/ice rink, a swimming pool and covered outdoor eating area, and a regulation size ballfield. This campus meets all of our program needs and has adequate room for future growth. Please see attached campus map and floor plans.
- 2. Main Passages Hub is located at 79 Washington Street in Camden. This campus has been owned and operated by WS since 1973. It includes a converted 17 room farmhouse on a ¼ acre lot within walking distance of downtown Camden. This campus is used for Passages administrative offices and workshops. It is also home to the admissions office. This campus includes six teacher and administrative offices, a kitchen, living room, dining room, community meeting room, computer lab, three bathrooms, a laundry room, pantry, basement and attic storage and six staff and student dorm rooms for possible residential program growth.

The New Gloucester upper campus (in item 1, above) and the Camden site (in item 2, above) will be leased to Wayfinder Academy by Wayfinder Schools (see attached lease agreement). These locations have been operated by WS for many years; all budget information related to operations and maintenance is well known and sites are in compliance with all health and safety requirements.

## Accessibility and Maintenance

Both campuses have residential, administrative and classroom facilities that are handicapped accessible. Wayfinder Schools' longtime maintenance and facilities manager, whose job it is to provide for the upkeep of these properties, is included in the attached lease agreement between Wayfinder Schools and Wayfinder Academy.

3. <u>University of Maine campus in Machias</u> serves as the Passages administrative office that houses two teachers and the curriculum library for the Washington County Passages Program. It is rented at an annual cost of \$1,200. The university also loans classroom space for monthly group workshops.

## Accessibility and Maintenance

This property is accessible and maintained by the University.

## Required Tabs:

Tab 30: Room Schedule

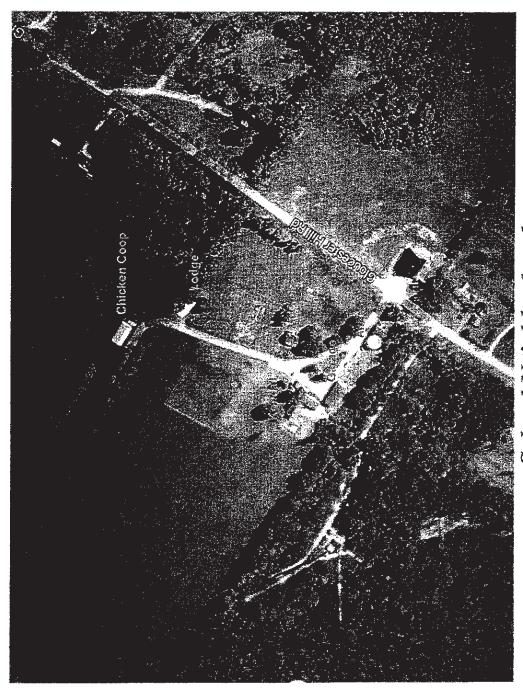
Tab 31: Leases and Contracts

Tab 32: Schedule of Furnishings and Fixtures

Room	Size	Function	Class
			Size
Main Classroom	14'x13	Math, Science, Reading, Writing, ASL	8-14
Art Room		Painting & Drawing	8-14
Computer Lab	14x14	Technology, Digital Media Arts, Homework	8-14
Sewing Room 14x21 and	14x15	Sewing	8-14
Kitchen	10x15	Culinary Arts	8-14
Community Room	47x30	Global Thanksgiving and Other Presentations	8-14
Greenh ouse	60x29	Green Initiatives	8-14
Garden	90x80	Green Initiatives	8-14
Woods/Trails	1-5mil	Ecology and Green Initiative	8-14
Outdoor Classroom	acres	Ecology	8-14
Soccer Field	acres	Phys Ed.	8-14
Baseball Field	acres	Phys. Ed.	8-14
Exercise Room	11x12	Phys. Ed.	8-14
OutdoorIceRink	45x70	Phys. Ed.	8-14
BasketballCourt	45x70	Phys. Ed.	8-14
Cow Barn	77x98	Art	8-14
Garage/Barn	51x74	Green Initiatives	8-14
Daily offsite: YMCA Daily of	offsite:	Phys. Ed	8-14
Internship sites		Career Explorations	8-14
Weekly Offsite: Tree Street	Youth	Mentoring/Community Service	8-14
Weekly Offsite:317 Main		Music	8-14

Add: McGuire house--Upstars room available 22x14' Spare classroom-McGuire 13x14'





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## Wayfinder Schools

August 24, 2016

## TO: Wayfinder Academy

Re: Lease Agreement and Administrative and Technology Services Agreement

## Ladies and Gentlemen:

This letter of intent sets forth the understandings as to the proposed terms of the entering into a Lease Agreement and Administrative and Technology Services Agreement by and between Wayfinder Schools, a Maine non-profit corporation and Wayfinder Academy, a Maine Charter School. This letter of intent is subject to the negotiation and execution of a definitive agreements between the Parties.

## ARTICLE 1. CONTRACTUAL PROVISIONS

The following numbered paragraphs reflect our mutual understandings of the matters discussed therein but each party acknowledges that these provisions are not intended to create liability or binding obligations as between us until a definitive agreement is executed and delivered by the undersigned parties.

- 1.1 <u>Basic Transaction</u>. Wayfinder Academy will enter into a Lease Agreement with Wayfinder Schools in substantially the same form and upon the same conditions as set forth in the attached draft Lease Agreement. In addition, Wayfinder Academy will enter into an Administrative and Technology Services Agreement in substantially the same form and upon the same conditions as set forth in the attached Administrative and Technology Services Agreement.
- 1.2 <u>Form of Agreement</u>. The Parties intend to finale negotiate the terms of the definitive agreements containing customary, representations, warranties, indemnities, and such other conditions as are customary for transactions of this type. Neither Party will be obligated to consummate the acquisition of the assets contemplated hereby unless and until the Parties have reached a definitive agreement as to all of the essential terms.
- 1.3 <u>Third Party Consents</u>. The Parties will use their reasonable best efforts to obtain all necessary third-party and government consents (including all certificates, permits and approvals required in connection with the operation of the business), prior to execution.
- 1.4 <u>Other Agreements</u>. The Parties agree to enter into any other agreement or document necessary to effectuate the purpose of the transaction contemplated herein.

#### ARTICLE 2. ADDITIONAL PROVISIONS

Upon execution of this letter of intent by the Parties, the following lettered sections will constitute the legally binding and enforceable agreement of the Parties as to the matters contained herein.

- Pre-Execution Covenants. Wayfinder Schools will continue to keep the leased 2.1 assets, property and equipment in good order and repair and shall not engage in any extraordinary transactions which may impact the leased assets, property and equipment without Wayfinder Academy's written consent.
- Best Efforts. The parties agree to negotiate in good faith and to use their best efforts to (a) execute the definitive agreements as expeditiously as possible. Mere disagreement over a term of the transaction does not constitute bad faith and a breach of this Paragraph 2.2.
- 2.3 Expenses. Except as provided herein, each party shall be responsible for and bear all of its own costs and expenses incurred in connection with the proposed transaction, including the expenses of its attorneys, agents and representatives.
- Termination. This letter of intent may be terminated at anytime by mutual agreement of the parties hereto
- Counterparts. This letter of intent may be executed in two or more counterparts (delivery of which may occur via facsimile or electronically scanned copy), each of which shall be binding as of the date first written above, and, when delivered, all of which shall constitute one and the same instrument.

Very truly yours,

Wayfinder Schools
By: Danald A. Russell

and d and

Its: Chairman

Confirmed and agreed by:

Wayfinder Academy

BY: PAUL O. ANDREWS

Its: CHACEMAN

## COMMERCIAL LEASE (NET LEASE)

1. PARTIES

Wayfinder Schools, a Maine Non-Profit Corporation with a mailing address of P.O. Box 65. New Gloucester, Maine 04260 ("LANDLORD"), hereby leases to Wayfinder Academy, a Maine Charter School with a mailing address of P.O. Box 65, New Gloucester, Maine 04260 ("TENANT"), and the TENANT hereby leases from LANDLORD the following described premises and tangible property:

2. PREMISES

The land and improvements thereon located at 215 Gloucester Hill Road, New Gloucester, Maine 04260 as further described in the attached Exhibit A. The Premises are accepted in "as is" condition except if specifically set forth to the contrary in this lease. In addition to the land and buildings situated on the Premises, the Lease shall also provide Tenant the right to use all tangible property, including equipment and existing infrastructure, currently existing on the Premises.

3. TERM

The term of this lease shall be for five (5) years, unless sooner terminated as herein provided, commencing on July 1, 2017 (the "Commencement Date").

RENT

TENANT shall pay to the LANDLORD the following base rent:

#### [Insert rental amount]

payable in advance in equal monthly installments on the first day of each month during the term of this Lease without deduction or setoff, said rent to be prorated for portions of a calendar month at the beginning or end of said term, all payments to be made to LANDLORD or to such agent and at such place as LANDLORD shall from time to time in writing designate, the following being now so designated:

If TENANT does not pay base rent, supplemental and additional rents, or other fees and charges when due pursuant to the terms of this Lease, then LANDLORD, in its sole discretion, may charge, in addition to any other remedies at may have, a late charge for each month or part thereof that TENANT fails to pay the amount due after the due date. The late charge shall be equal to four percent (4%) of the amount due LANDLORD each month in

addition to the rent then due.

So long as TENANT has not been in default of this Lease during the term hereof, TENANT shall have the option to renew this Lease for three (3) additional 5-year terms (each 5-year term a "Renewal Term"). In order to exercise TENANT'S option to renew, TENANT shall notify LANDLORD in writing of its intention to exercise its option on or before six (6) months prior to the end of the then current term or Renewal Term, as applicable, the elected Renewal Term to be upon the same terms and conditions set forth in this Lease except for base rent which shall be negotiated and mutually agreed upon between LANDLORD and TENANT at the time said Renewal Term is exercised by TENANT.

In the event that TENANT fails to exercise its option to renew as set forth above, the option shall be deemed not to have been exercised.

6. SECURITY DEPOSIT

RENEWAL

OPTION:

Waived.

7. RENT ADJUSTMENT

TENANT will pay to LANDLORD as additional rent hereunder, in accordance

#### A. TAXES

with subparagraph B of this Article, One Hundred Percent (100%) of all real estate taxes on the Premises in each year of the term of this lease or any extension or renewal thereof and proportionately for any part of a fiscal year in which this lease commences or ends. If LANDLORD obtains an abatement of any such excess real estate tax, a proportionate share of such abatement, less the reasonable fees and costs incurred in obtaining the same, if any, shall be refunded to TENANT.

#### **B. OPERATING COSTS**

TENANT shall pay to LANDLORD as additional rent hereunder in accordance with this subparagraph B, One Hundred Percent (100%) of all operating expenses incurred by the Landlord with respect to the Premises. "Operating Expenses" are defined for the purposes of this Agreement as reasonable operating expenses per annum of the Premises (i.e. as of said last day of the calendar year concerned). Operating Expenses include, but are not limited to: (i) all costs of furnishing electricity, heat, air conditioning, and other utility services and facilities to the Building; (ii) all costs of any insurance carried by LANDLORD related to the Premises; (iii) all costs for common area cleaning and janitorial services; (iv) all costs of maintaining the Building including the operation and repair of heating and air conditioning equipment, non-capital roof repairs and all other repairs required by law or necessary to keep the Building in a well-maintained condition; and (v) all costs of snow and ice removal, landscaping and grounds care;. Operating expenses shall not include (i) capital improvements; (ii) administrative charges or management fees; (iii) the costs of repairs, alterations and general maintenance to the extent necessitated by the negligence or willful misconduct of Landlord or its agents, employees or contractors; or (iv) the costs of repair, replacement or restoration work occasioned by any fire or other casualty pursuant to Section 18 below. TENANT'S share of Operating Expenses shall be prorated should this Lease bean effect with respect to only a portion of any calendar year.

During each year of the term of this Lease, TENANT shall make monthly estimated payments to LANDLORD, as additional rent for TENANT'S share of the real estate taxes and operating expenses for the then current year. Said estimated monthly payments shall be made along with base rent payments and shall be equal to one twelfth (1/12) of TENANT'S annualized share of LANDLORD'S real estate taxes and operating expenses for the current year. After the end of each calendar year, LANDLORD shall deliver to TENANT a statement showing the amount of such real estate taxes and operating expenses also showing the amount due from TENANT. TENANT shall, within thirty (30) days after such delivery, pay TENANT'S share to LANDLORD, as additional rent, less any estimated payments. If the estimated payments exceed TENANT'S share, then the excess shall be applied to the next year's monthly payments for estimated increases.

TENANT may, within thirty (30) days after receiving LANDLORD'S annual statement for a calendar year, give LANDLORD written notice that TENANT intends to review LANDLORD'S records of Operating Expenses for said calendar year, and LANDLORD shall make all pertinent records available for inspection that are reasonably necessary for TENANT to conduct its review.

TENANT shall pay, as they become due, all bills for electricity and other utilities (whether they are used for furnishing heat or other purposes) that are furnished to the Premises, all bills for fuel servicing the Premises exclusively, and all charges for telephone and other communication systems used at and supplied to the Premises. LANDLORD agrees to furnish water for ordinary



drinking, cleaning, lavatory and toilet facilities and reasonable heat and air conditioning, if installed as part of the structure of the Building so as to maintain the Premises at comfortable levels during normal business hours on regular business days of the heating and air condition seasons of each year, to furnish elevator service, if installed as part of the structure of the Building, and to light passageways and stairways during business hours, and to furnish such cleaning service as is customary in similar buildings in said city or town, all subject to interruption due to any accident, to the making of repairs, alterations or improvements, to labor difficulties, to trouble in obtaining fuel, electricity, service, or supplies from the sources from which they are usually obtained for said building, or to any cause beyond the LANDLORD'S control.

LANDLORD shall have no obligation to provide utilities or equipment other than the utilities and equipment within the Premises as of the commencement date of this lease. In the event TENANT requires additional utilities or equipment, the installation and maintenance thereof shall be the TENANT'S sole obligation, provided that such installation shall be subject to the written consent of the LANDLORD.

9. USE OF LEASED PREMISES TENANT shall use the Premises for the purpose of a charter school.

#### 10. COMPLIANCE WITH LAWS

TENANT agrees to conform to the following provisions during the entire term of this Lease: (i) TENANT shall not injure or deface the Premises or Building: (ii) No auction sale, inflammable fluids, chemicals, nuisance, objectionable noise or odor shall be permitted on the Premises; (iii) TENANT shall not permit the use of the Premises for any purpose other than set forth herein or any use thereof which is improper, offensive, contrary to law or ordinance, or liable to invalidate or increase the premiums for any insurance on the Building or its contents or liable to render necessary any alterations or additions to the Building; and (iv) TENANT shall not obstruct in any manner the sidewalks or approaches to the Building or any inside or outside windows or doors. TENANT shall observe and comply with all reasonable rules and security regulations now or hereafter made by LANDLORD for the care and use of the Premises, the Building, its facilities and approaches. TENANT agrees to keep-the Premises equipped with all safety appliances and make all accessibility alterations, improvements or installations to the Building, and/or accommodations in TENANT'S use thereof required by law or any public authority as a result of TENANT'S use or occupancy of the Premises or TENANT'S alterations or additions thereto, which alterations, improvements and installations shall be subject to LANDLORD'S consent as provided in this Lease.



TENANT acknowledges by entry thereupon that the Premises are in good and satisfactory order, repair and condition, and covenants during said term and further time as TENANT holds any part of said premises to keep the Premises in the same order, repair and condition as the same are in at the commencement of said term, or may be put in thereafter, damage by fire or unavoidable casualty and reasonable use and wear only excepted, unless such maintenance or repair is made necessary by fault or neglect of the LANDLORD or the employees, contractors, agents or invitees of LANDLORD, in which case such maintenance or repair shall be at the expense of LANDLORD and LANDLORD shall pay all costs thereof. Notwithstanding anything to the contrary herein, TENANT covenants to keep all plate glass windows on the ground floor in good repair and condition and to carry adequate insurance to provide for the replacement of any such plate glass which is damaged or destroyed.

## B. LANDLORD'S OBLIGATIONS

Throughout the term of this Lease, LANDLORD agrees to maintain and repair the roof, exterior walls and structure of the Building in the same condition as they are at the commencement of the term or as it may be put in during the term of this Lease, reasonable wear and tear, damage by fire and other casualty only excepted, unless such maintenance or repair is made necessary by fault or neglect of the TENANT or the employees, contractors, agents or invitees of TENANT, in which case such maintenance or repair shall be at the expense of TENANT and TENANT shall pay all costs thereof.

## 12. ALTERATIONS / ADDITIONS

TENANT shall not make any alterations or additions, or permit the making of any holes in any part of said building, or paint or place any signs, drapes, curtains, shades, awnings, aerials or flagpoles or the like, visible from outside of the leased premises, that is, from outdoors or from any corridor or other common area within the building or permit anyone except TENANT to use any part of the Premises for desk space without on each occasion obtaining prior written consent of LANDLORD, which consent shall not be unreasonably withheld, conditioned or delayed. TENANT shall not suffer or permit any lien of any nature or description to be placed against the Building, the Premises or any portion thereof, and in the case of any such lien attaching by reason of the conduct of TENANT, TENANT shall pay and remove the same within a reasonable time after receiving notice of same; this provision shall not be interpreted as meaning that the TENANT has any authority or power to permit any lien of any nature or description to attach or to be placed upon the LANDLORD'S title or interest in the Building, the Premises, or any portion thereof.

## 13. ASSIGNMENT / SUBLEASING

TENANT shall not by operation of law or otherwise, assign, mortgage or encumber this Lease, or sublet or permit the Premises or any part thereof to be used/by others, without LANDLORD'S prior express written consent in each instance which consent shall not be unreasonably withheld, conditioned or delayed. In any case where LANDLORD shall consent to such assignment or subletting, TENANT named herein shall remain fully liable for the obligations of TENANT hereunder, including, without limitation, the obligation to pay the rent and other amounts provided under this Lease.

# 14. SUBORDINATION AND QUIET ENJOYMENT

This lease shall be subject and subordinate to any and all mortgages, deeds of trust and other instruments in the nature of a mortgage, that is now or at any time hereafter a lien or liens on the Premises and TENANT shall, when requested, promptly execute and deliver such written instruments as shall be necessary to show the subordination of this Lease to said mortgages, deeds of trust or other such instruments in the nature of a mortgage. Provided TENANT is not in default under this Lease beyond any applicable cure period, TENANT shall be entitled to the quiet enjoyment of the Premises. In addition, TENANT agrees to sign within ten (10) days after they are requested, such estoppel certificates as are required by LANDLORD'S lender.

## 15. LANDLORD'S ACCESS

LANDLORD or agents of LANDLORD may, upon reasonable notice to Tenant enter the Premises (i) to examine the Premises and, if LANDLORD shall so elect, to make any repairs or additions LANDLORD may deem necessary and, at TENANT'S expense, to remove any alterations, additions, signs, drapes, curtains, shades, awnings, aerials or flagpoles, or the like, not consented to in writing, (ii) to show the Premises to prospective purchasers and mortgagees, and (iii) to show the Premises to prospective tenants during

the six (6) months preceding the expiration of this Lease, provided such entry does not unreasonably interfere with the quiet enjoyment of TENANT or with TENANT'S operation of its business at the Premises. LANDLORD also reserves the right at any time within six (6) months before the expiration of this Lease to affix to any suitable part of the Premises a notice for leasing or selling the Premises and to keep the same so affixed without hindrance or molestation.

## 16. INDEMNIFICATION AND LIABILITY

TENANT will defend and, except to the extent caused by the negligence or willful misconduct of LANDLORD, will indemnify LANDLORD and its employees, agents and management company, and save them harmless from any and all injury, loss, claim, damage, liability and expense (including reasonable attorneys/fees) in connection with the loss of life, personal injury or damage to property or business, arising from, related to, or in connection with the occupancy or use by TENANT of the Premises, or occasioned wholly or in part by any act or omission of TENANT, its contractors, subcontractors, subtenants, licensees or concessionaires, or its or their respective agents, servants or employees while on or about the Premises. TENANT shall also pay LANDLORD'S expenses, including reasonable attorneys' fees, incurred by LANDLORD in successfully enforcing any obligation, covenant or agreement of this Lease or resulting from Tenant's breach of any provisions of this Lease. The provisions of this paragraph shall survive the termination or earlier expiration of the term of this Lease. Without limitation of any other provision herein, neither the LANDLORD, its employees, agents nor management company shall be liable for, and TENANT hereby releases them from all claims for, any injuries to any person or damages to property or business sustained by TENANT or any person claiming through TENANT due to the building or any part thereof (including the premises), or any appurtenances thereof, being in need of repair or due to the happening of any accident in or about the Premises or due to any act or neglect of TENANT or of any employee or visitor of TENANT. Without limitation, this provision shall apply to injuries and damage caused by nature, ram snow, ice, wind, frost, water, steam, gas or odors in any form or by the bursting or leaking of windows, doors, walls, ceilings, floors, pipes, gutters, or other fixtures, and to damage caused to fixtures, furniture, equipment and the like situated at the Premises, whether owned by the TENANT or others.

LANDLORD will defend and, except to the extent caused by the negligence or willful misconduct of TENANT, LANDLORD will indemnify TENANT, and its employees, agents and management company, and save them harmless from any and all injury, loss, claim, damage, liability and expense (including reasonable attorneys' fees) in connection with the loss of life, personal injury or damage to property or business, arising from, related to, or occasioned any negligent act or omission of LANDLORD, its contractors, subcontractors, subtenants, licensees or concessionaires, or its or their respective agents, servants or employees while on or about the Premises.

17. INSURANCE

(a) TENANT shall (i) insure TENANT and LANDLORD, as their interests appear, with general public liability coverage on the Premises, in such amounts and with such companies and against such risks as the LANDLORD shall reasonably require and approve, but in amounts not less than **Two Million Dollars** (\$2,000,000) combined single limit with deductibles of not less than \$25,000 per occurrence, and (ii) insure LANDLORD and TENANT, as their interests appear, against loss of the contents and improvements of the leased premises under standard Maine form policies, against fire and standard extended coverage risks, in such amounts and with such companies as

LANDLORD shall reasonably require and approve, with waiver of subrogation if such waiver can be obtained without charge. TENANT shall deposit with LANDLORD certificates for such insurance at or prior to the commencement of the term, and thereafter within thirty (30) days prior to the expiration of any such policies. All such insurance certificates shall provide that such policies shall not be canceled without at least thirty (30) days prior written notice to each assured named therein.

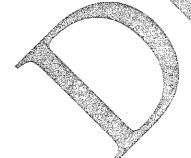
(b) LANDLORD shall maintain property insurance for the Building's replacement value.

## 18. FIRE CASUALTY - EMINENT DOMAIN

If the entire Building or Premises are taken by right of eminent domain or conveyed in lieu thereof (a "Taking"), this Lease shall terminate as of the date of the Taking.

If any part of the Premises becomes subject to a Taking and such Taking will prevent TENANT from conducting its business in the Premises in a manner reasonably comparable to that conducted immediately before such Taking for a period of more than thirty (30) days, then TENANT may terminate this Lease as of the date of such Taking by giving written notice thereof to LANDLORD within thirty (30) days after the Taking, and base rent and additional rent shall be apportioned as of the date of such Taking. If TENANT does not terminate this Lease, then base rent and additional rent shall be abated on a reasonable basis, as to that portion of the Premises rendered untenantable by the Taking.

If any Taking occurs, then LANDLORD shall receive the entire award or other compensation for the Premises, and other improvements taken; however, TENANT may separately pursue a claim (to the extent it will not reduce LANDLORD'S award) against the condemnor for the value of TENANT'S personal property that TENANT is entitled to remove under this Lease, moving costs, loss of business, and other claims it may have.



If the Premises or the Building are damaged by fire or other casualty (a "Casualty"), LANDLORD shall, within ninety (90) days after such Casualty, deliver to TENANT a good faith estimate (the "Damage Notice") of the time needed to repair the damage caused by such Casualty.

If a material portion of the Premises is damaged by a Casualty such that TENANT is prevented from conducting its business in the Premises in a manner reasonably comparable to that conducted immediately before such Casualty and LANDLORD estimates that the damage caused thereby cannot be repaired within one hundred eighty (180) days after the commencement of repairs (the "Repair Period"), then TENANT may terminate this Lease by delivering written notice to LANDLORD of its election to terminate within thirty (30) days after the Damage Notice has been delivered to TENANT.

If a Casualty damages the Premises or a material portion of the Building and LANDLORD estimates that the damage to the Premises cannot be repaired with the Repair Period, then LANDLORD may terminate this Lease by giving written notice of its election to terminate within thirty (30) days after the Damage Notice has been delivered to TENANT.

If neither party elects to terminate this Lease following a Casualty, then LANDLORD shall, within a reasonable time after such Casualty, being to repair the Premises and shall proceed with reasonable diligence to restore the Premises to substantially the same condition as they existed immediately before such Casualty.

If the Premises are damaged by a Casualty, base rent and additional rent for the portion of the Premises rendered untenantable by the damage shall be abated on a reasonable basis from the date of damage until the completion of LANDLORD'S repairs (or until the date of termination of this Lease by LANDLORD or TENANT as provided above, as the case may be).

# 19. DEFAULT AND BANKRUPTCY

#### In the event that:

- (a) TENANT shall default in the payment of any installment of rent or other sum herein specified when due which default is not cured within seven (7) days after written notice thereof; or
- (b) TENANT shall default in the observance or performance of any other of the TENANT'S covenants, agreements, or obligations hereunder and such default shall not be cured within fifteen (15) days after written notice thereof, or in the case of a default that cannot be cured within said fifteen (15) day period, TENANT fails to proceeds with said fifteen (15) day period to commence to cure the same; or
- (c) The leasehold hereby created shall be taken on execution, or by other process of law; or
- (d) Any assignment shall be made of TENANT'S property for the benefit of creditors, or a receiver, guardian, conservator, trustee in bankruptcy or similar officer shall be appointed by a court of competent jurisdiction to take charge of all or any part of TENANT'S property, or a petition is filed by TENANT under any bankruptcy, insolvency or other debtor relief law,

then and in any of said cases (notwithstanding any license of any former breach of covenant or waiver of the benefit hereof or consent in a former instance), LANDLORD shall be entitled to all remedies available to LANDLORD at law and equity, including without limitation, the remedy of forcible entry and detainer, and LANDLORD lawfully may, immediately or at any time thereafter, and without demand or notice, mail a notice of termination to the TENANT, or, if permitted by law, enter into and upon the the Premises in the name of the whole and repossess the same as of its former estate, and expel TENANT and those claiming through or under it and remove it or their effects without being deemed guilty of any manner or trespass, and without prejudice to any remedies which might otherwise be used for arrears of rent or preceding breach of covenant, and upon such mailing or entry as aforesaid, this lease shall terminate; and TENANT covenants and agrees, notwithstanding any entry or re-entry by LANDLORD, whether by summary proceedings, termination, or otherwise, that TENANT shall, as of the date of such termination, immediately be liable for and pay to LANDLORD the entire unpaid rental and all other balances due under this Lease for the remainder of the term, less any sums received by LANDLORD through reletting the Premises during such period. In addition, TENANT agrees to pay to LANDLORD, as damages for any above-described breach, all costs of reletting the Premises including reasonable real estate commission and reasonable costs of renovating the Premises to suit any new tenant, LANDLORD shall use reasonable efforts to relet the Premises



Any notice from LANDLORD to TENANT relating to the Premises or to the occupancy thereof, shall be deemed duly served, if left at the Premises addressed to TENANT, or if mailed to the Premises, registered or certified

mail, return receipt requested, postage prepaid, addressed to TENANT. Any notice from TENANT to LANDLORD relating to the Premises or to the occupancy thereof, shall be deemed duly served, if mailed to the LANDLORD by registered or certified mail, return receipt requested, postage prepaid, addressed to LANDLORD at LANDLORD'S address set forth in Article 1, or at such other address as LANDLORD may from time to time advise in writing.

#### 21. SURRENDER

TENANT shall at the expiration or other termination of this Lease peaceably yield up the Premises and all additions, alterations and improvements thereto in the same order, repair and condition that the Premises were in on the Commencement Date, damage by fire, unavoidable casualty and reasonable wear and tear only excepted, first moving all goods and effects not attached to the Premises, repairing all damage caused by such removal, and leaving the Premises clean and tenantable. If L'ANDLORD in writing permits TENANT to leave any such goods and chattels at the Premises, and TENANT does so, TENANT shall have no further claims and rights in such goods and chattels as against LANDLORD or those claiming by, through or under the LANDLORD.

#### 22. HAZARDOUS MATERIALS

TENANT covenants and agrees that, with respect to any hazardous, toxic or special wastes, materials or substances including asbestos, waste oil and petroleum products (the "Hazardous Materials") which TENANT, its agent or employees, may use, handle, store or generate in the conduct of its business at the leased premises TENANT will: (i) comply with all applicable laws, ordinances and regulations which relate to the treatment, storage, transportation and handling of the Hazardous Materials; (ii) that TENANT will in no event permit or cause any disposal of Hazardous Materials in, on or about the Premises and in particular will not deposit any Hazardous Materials in on or about the floor or in any drainage system or in the trash containers which are customarily used for the disposal of solid waste; (iii) that TENANT will with advance notice and at all reasonable times permit LANDLORD or its agents or employees to enter the leased premises to inspect the same for compliance with the terms of this paragraph and will further provide upon five (5) days notice from LANDLORD copies of all records which TENANT may be obligated by federal, state and/or local law to obtain and keep; (iv) that upon termination of this Lease, TENANT will, at its expense, remove all Hazardous Materials, which came to exist on, in or under the leased premises during the term of this Lease or any extensions thereof and comply with applicable local, state and federal laws as the same may be amended from time to time; and (v) TENANT further agrees to deliver the leased premises to LANDLORD at the termination of this Lease free of all Hazardous Materials which came to exist on, in or under the Premises during the term of this Lease or any extension thereof. The terms used in this paragraph shall include, without limitation, all substances, materials, etc., designated by such terms under any laws, ordinances or regulations, whether federal, state or local.



TENANT agrees to look solely to LANDLORD'S interest in the Premises for recovery of any judgment from LANDLORD it being agreed that LANDLORD is not personally liable for any such judgment. The provisions contained in the foregoing sentence shall not limit any right that TENANT might otherwise have to obtain an injunctive relief against LANDLORD or LANDLORD'S successors in interest, or any other action not involving the personal liability of LANDLORD. Under no circumstances shall LANDLORD or TENANT ever be liable for indirect or consequential damages.

#### 24. LANDLORD DEFAULT

LANDLORD shall in no event be in default in the performance of any of its obligations hereunder unless and until LANDLORD shall have failed to perform such obligations within thirty (30) days or such additional time as is reasonably required to correct any such default after notice by TENANT to LANDLORD properly specifying wherein LANDLORD has failed to perform any such obligation. Further, if the holder of the mortgage on the Premises notifies TENANT that such holder has taken over LANDLORD'S rights under this Lease, TENANT shall not assert any right to deduct the cost of repairs or any monetary claim against LANDLORD from rent thereafter due and accruing, but shall look solely to the LANDLORD for satisfaction of such claim.

25. WAIVER OF RIGHTS

No consent or waiver, express or implied, by either party to or of any breach of any covenant, condition or duty of the other, shall be construed as a consent or waiver to or of any other breach of the same or other condition or duty.

26. SUCCESSORS AND ASSIGNS

The covenants and agreements of LANDLORD and TENANT shall run with the land and be binding upon and inure to the benefit of them and their respective heirs, executors, administrators, successor and assigns, but no covenant or agreement of LANDLORD, express or implied shall be binding upon any person except for defaults occurring during such person's period of ownership nor binding individually upon any fiduciary, any shareholder or any beneficiary under any trust.

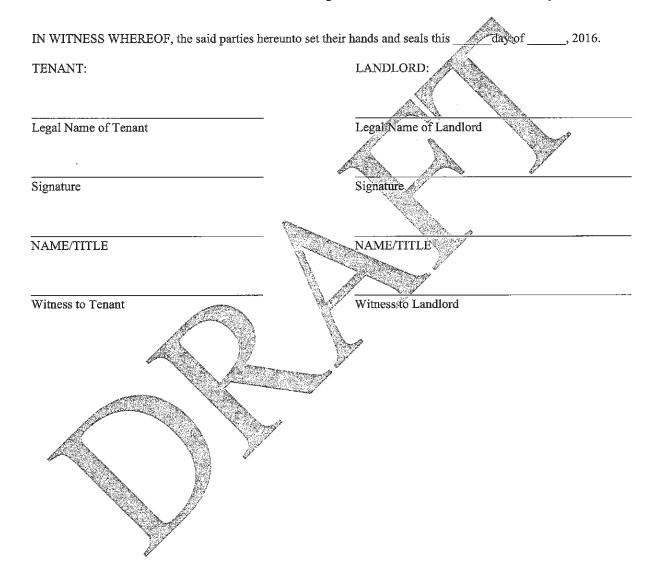
27. HOLDOVER

If TENANT fails to vacate the Premises at the termination of this Lease, then the terms of this Lease shall be applicable during said holdover period, except for base rent, which shall be increased to one hundred fifty percent (150%) the then-current base rent for the period just preceding such termination; but this provision shall not be interpreted as consent or permission by the LANDLORD for TENANT to holdover at the termination of this Lease and terms of this holdover provision shall not preclude LANDLORD from recovering any other damages which it incurs as a result of TENANT'S failure to vacate the Premises at the termination of this Lease.

28. MISCELLANEOUS

If TENANT is more than one person or party, TENANT'S obligations shall not be joint and several. Unless repugnant to the context, "LANDLORD" and "TENANT" mean the person or persons, natural or corporate, named above as LANDLORD and TENANT respectively, and their respective heirs, executors, administrators, successor and assigns. LANDLORD and TENANT agree that this Lease shall not be recordable but each party hereto agrees, on request of the other, to execute a Memorandum of Lease in recordable form and mutually satisfactory to the parties. If any provision of this Lease or its application to any person or circumstances shall to any extent be invalid or unenforceable, the remainder of this Lease and the application of such provision to persons or circumstances other than those as to which it is invalid or unenforceable, shall not be affected thereby and each provision of this Lease shall be valid and enforceable to the fullest extent permitted by law. The submission of this Lease or a summary of some or all of its provisions for examination by TENANT does not constitute a reservation of or option for the Premises or an offer to lease said Premises, and this document shall become effective and binding only upon the execution and delivery hereof by both the LANDLORD and TENANT. Employees or agents of LANDLORD have no authority to make or agree to make a lease or any other agreement or undertaking in connection herewith. All negotiations, considerations,

representations and understandings between LANDLORD and TENANT are incorporated herein and no prior agreements or understandings, written or oral, shall be effective for any purpose. No provision of this Lease may be modified or altered except by agreement in writing between LANDLORD and TENANT, and no act or omission of any employee or agent of LANDLORD shall alter, change, or modify any of the provisions hereof. This Lease shall be governed exclusively by the provisions hereof and by the laws of the State of Maine. The headings herein contained are for convenience only, and shall not



## ADMINISTRATIVE AND TECHNOLOGY SERVICES AGREEMENT

This Administrative and Technology Services Agreement (this "Agreement") by and among Wayfinder Schools, a Maine Non-Profit Corporation with a mailing address of P.O. Box 65, New Gloucester, Maine 04260 ("Wayfinder Schools"), and Wayfinder Academy, a Maine Charter School with a mailing address of P.O. Box 65, New Gloucester, Maine 04260 ("Wayfinder Academy"), and is effective as of \_\_\_\_\_\_ (the "Effective Date"). Each of the signatories hereto is individually a "Party" and collectively the "Parties".

#### RECITALS

- A. In connection with Wayfinder Academy entering into a Public Charter School Agreement with the State of Maine and providing secondary education to its students, Wayfinder Schools has agreed, subject to the terms and conditions set forth herein to provide certain administrative and technological related services.
- B. During the Term, Wayfinder Schools desires to provide to certain administrative and technological related services and assets as more fully described herein and the Parties desire to allocate the costs incurred for such related services and assets among them in accordance with the terms and conditions in this Agreement.

## **AGREEMENT**

In consideration of the foregoing recitals and the mutual covenants and conditions contained herein, the Parties agree, intending to be legally bound, as follows:

## ARTICLE I.

## ADMINISTŘATIVE SERVICES

During the term, Wayfinder Schools and its affiliates will provide or cause to be provided to the school the administrative services ("Administrative Services") as summarized below: Wayfinder Schools will provide the Administrative Services at the school's facilities and from Wayfinder School's offices in New Gloucester, Maine and elsewhere, as deemed necessary in Wayfinder School's discretion.

- 1.1. Personnel Assistance. Wayfinder Schools shall assist with management of personnel, including recruiting and hiring recommendations; reference, certification, and background checks; training and professional development; and performance management. Administer payroll, health and dental insurance, retirement and other benefits. Recommend human resources policies and strategic plans for staffing, development. Maintain personnel records for compliance.
- 1.2. Insurance. At the discretion of the Wayfinder Academy Board, Wayfinder Schools shall assist the Academy with obtaining general liability, professional liability, and property and casualty insurance, or other insurance required, with a reputable carrier for the Academy in accordance with the Charter and applicable law.
- 1.3 Business Administration. In conjunction with Wayfinder Academy's Administration, Wayfinder Schools shall provide administration of business aspects and day-to-day management of the Academy. These services shall include, but not limited to, at the discretion of the Wayfinder Academy. Board:
- 1.3.1 Consultation, and services as Jiaison for Academy with the Charter Authorizer, and other governmental offices and agencies;
- 1.3.2 Consistent with other provisions of the Agreement, provide administrative staff as appropriate;
- 1.3.3 Work with Academy's counsel, if any, on legal matters affecting the School;
- 1.3.4. Assist with preparation of forms, operations manuals, handbooks, guides, and policies and procedures as necessary or required by the Charter or Charter Authorizer;
- 1.3.5 Consultation with respect to, and monitoring and oversight of, state reporting systems;
- 1.3.6. Assist School in identifying and applying for grants and other funding opportunities;
- 1.3.7. Assist with the administration of federal entitlement programs (e.g., Title I, I.D.E.A.);

- 1.3.8. Assist with arranging contracts with school districts, education services centers, and professional service providers for special education, testing and other support services on Academy's behalf;
- 1.3.9. Assist with establishing and implementing policies and procedures to maintain proper internal controls;
- 1.3.10 Provision of regulatory compliance services, including responses to audits; and
- 1.3.11 Provision of such other administrative and consulting services as agreed in writing by the Parties from time to time.

# 1.4. Budgeting and Financial Reporting.

- 1.4.1 Under the supervision of the Academy's Administration, Wayfinder Schools shall contribute to the preparation of a proposed annual budget for the Academy, including projected revenues, expenses and capital expenditures, following the process designated in the agreement;
- 1.4.2 As practical and as possible, provide to the Academy on a periodic basis, but no more frequently than monthly, detailed statements of all revenues received, from whatever source by the Academy, and detailed statements of all direct expenditures for services rendered to the Academy;
- 14.3 Provide to the Academy all financial reports required under Applicable Law and by the Charter Authorizer; and
- 1.4.4. Subject to any confidentiality obligations imposed on Wayfinder Schools by third parties, provide to Academy such other information either required by the Charter Authorizer to be made available to the Academy or the Charter Authorizer requested by the Academy, in each case within a reasonable time following such written request therefore, and in all cases consistent with Applicable Law.

#### 1.5 Financial Management.

1.5.1 Wayfinder Schools shall provide ongoing bookkeeping and accounting services;

- 1.5.2. Assist in necessary planning, forecasting, and reporting functions as appropriate;
- 1.5.3 Assist with selection of qualified CPA firm to perform annual financial audit;
  - 1.5.4. Coordinate and assist with third-party audit(s) of the Academy.
- 1.6. Grants and Donations. On behalf of Wayfinder Academy, and with the approval of the Board, Wayfinder Schools may solicit and receive grants and donations from public funds through competitive or non-competitive processes, and private sources consistent with the School's objectives; provided, however, that any solicitation of such grants and donations by Wayfinder Schools will be subject to the approval of Wayfinder Academy and such fund shall be used as designated.
- 1.7. Additional Administrative Services. Any other services as agreed to in writing by the Parties from time to time.

# ARTICLE II. ECHNOLOGY SERVICES

- 2.1 Services. During the Term. Wayfinder Schools and its Affiliates will provide or cause to be provided to Academy the technology services ("Technology Services") described below. Wayfinder Schools will provide the Technology Services at School's Facility and from Wayfinder Schools' offices, as deemed necessary and in Wayfinder Schools' discretion.
  - 2.1.1 Install, configure, and maintain the Academy's accounting system;
  - 2.1.2 Install, configure, and maintain the Academy's payroll system;
  - 2.1.3 Install and maintain the Academy's computer network;
- 2.1.4 Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the Academy;

- 2.1.5 Train Academy staff, as deemed appropriate and necessary, on technology systems;
- 2.1.6 Propose for the Academy adoption policies and procedures regarding the responsible use of computer equipment and other school property;
- 2.1.7. Ensure electronic security of Wayfinder Academy records (through the use of encryption, firewalls, etc.);
- 2.1.8. Provide an Internet-filtering device to ensure that students do not have access to inappropriate materials on the Internet;
- 2.1.9. Provide Wayfinder Academy email accounts for Academy employees;
- 2.1.10. Provide technology support services to address computer and software issues;
- 2.1.11 Oversee the creation and any subsequent changes to the Academy's website;
- 2.1.12 Coordinate security, creative, and content issues pertaining to the website;
- 2.1.13 Coordinate website hosting contracts and relationships with vendors as needed;
- 2.1.14 Handle troubleshooting issues for the Academy's website and send issues to the appropriate person or division for resolution; and
- 2.1.15 Additional Technology Services in Wayfinder Schools' discretion and any other services as agreed to in writing by the Parties from time to time.

#### ARTICLE III

#### OTHER PROVISIONS

- 3.1 Changes to the Shared Services.
- 3.1.1. During the Term, the Parties may agree to modify the terms and conditions of a Service Provider's performance of any Shared Service in order to reflect

new procedures, processes or other methods of providing such Shared Service The Parties will negotiate in good faith the terms upon which a Service Provider would be willing to provide such New Shared Service to the Academy.

3.2 Subcontractors. Nothing in this Agreement will prevent Wayfinder Schools from using subcontractors, hired with due care, to perform all or any part of a Shared Services hereunder. Wayfinder Schools will remain fully responsible for the performance of its obligations under this Agreement in accordance with its terms, including any obligations it performs through subcontractors, and will be solely responsible for payments due to its subcontractors.

#### ARTICLE IV.

#### PAYMENT OF COSTS

- 4.1 Monthly Statements. Within twenty (20) days following the end of each month during the Term, Wayfinder Schools shall furnish the Academy with a written statement with respect to the Actual Cost paid by it in respect of Shared Services provided by it(hereinafter referred to as the "Monthly Report").
- 4.2 Payment. Within twenty (20) days of the submission of the Monthly Report the Academy shall reimburse Wayfinder Schools for the costs presented in the Monthly Report.

# ARTICLE V.

#### RESPONSIBILITIES

5.1 Service Provider General Obligations. Wayfinder Schools will provide the Shared Services on a non-discriminatory basis and will use commercially reasonable best efforts to provide the Shared Services and the in the same manner as if it were providing such services on its own account.

Wayfinder Schools will use its commercially reasonable best efforts to conduct its duties hereunder in a lawful manner in compliance with applicable laws, statutes, rules and regulations and in accordance with these standards.

5.2. Return of Property and Equipment. Upon expiration or termination of this Agreement, the Parties will be obligated to return, as soon as is reasonably practicable, any equipment or other property or materials of the provider of such equipment or other property that is in recipient's control or possession.

#### ARTICLE VI.

# TERM AND TERMINATION

- 6.1. Term. The term of this Agreement will commence as of the Effective Date and will continue in full force and effect for years (the "Term"), unless terminated earlier in accordance with Section 6.2.
- 6.2 Termination. The Parties may terminate this Agreement by mutual written consent at any time prior to the expiration of the Term.

# ARTICLE VII.

LIMITED WARRANTY; LIMITATION ON LIABILITY; INDEMNIFICATION

7.1. Limited Warranty. Wayfinder Schools will perform the Shared Services hereunder in accordance with the standards. Except as specifically provided in this Agreement, Wayfinder Schools makes no express or implied representations, warranties or guarantees relating to its performance of the Shared Services under this Agreement, including any warranty of merchantability, fitness, quality, non-infringement of third party rights, suitability or adequacy of the Shared Services for any purpose or use or purpose.

7.2 Indemnification. Wayfinder Schools and Wayfinder Academy will indemnify and hold each other harmless against all losses resulting from: (i) such Party's performance or failure to perform, in any material manner, any of its obligations under this Agreement; (ii) the breach by such Party, in any material manner, of any representation, warranty, covenant or agreement contained herein; (iii) loss of or damage to tangible real or tangible personal property (including damage to their property), in any material manner, in each case to the extent that such Loss was proximately caused by any negligent or willful act or omission by the Party from whom indemnity is sought, its agents, employees or subcontractors, in connection with the provision or receipt of the Shared Services; and (iv) such Party's use of the Shared Serviced.

#### ARTICLE VIII.

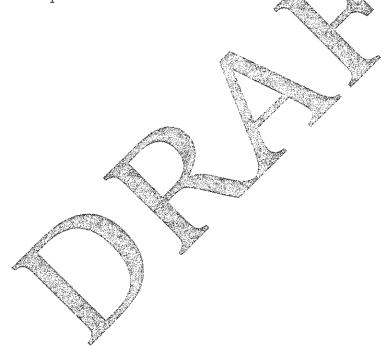
#### **MISCELLANEOUS**

- 8.1. No Partnership or Joint Venture; Independent Contractor. Nothing contained in this Agreement will constitute or be construed to be or create a partnership or joint venture between or among the Parties or their respective successors or assigns.
- Amendments, Waivers. Except as expressly provided herein, this Agreement may be amended only by agreement in writing of all Parties. No waiver of any provision nor consent to any exception to the terms of this Agreement or any agreement contemplated hereby will be effective unless in writing and signed by all of the Parties affected and then only to the specific purpose, extent and instance so provided. No failure on the part of any Party to exercise or delay in exercising any right hereunder will be deemed a waiver thereof, nor will any single or partial exercise preclude any further or other exercise of such or any other right.
- 8.3 Governing Law. This Agreement and the legal relations between the Parties will be governed by and construed in accordance with the laws of the State of Maine

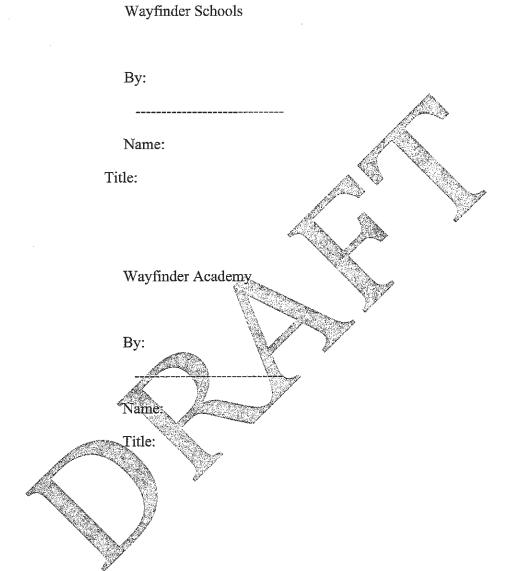
applicable to contracts made and performed in such State and without regard to conflicts of law doctrines unless certain matters are preempted by federal law.

8.4. Counterparts. This Agreement and any amendment hereto or any other agreement delivered pursuant hereto may be executed in one or more counterparts and by different Parties in separate counterparts. All counterparts will constitute one and the same agreement and will become effective when one or more counterparts have been signed by each Party and delivered to the other Parties.

8.5 Severability. If any provision of this Agreement is held to be unenforceable for any reason, it will be adjusted rather than voided, if possible, to achieve the intent of the Parties. All other provisions of this Agreement will be deemed valid and enforceable to the extent possible.



IN WITNESS HEREOF, each of the Parties has caused this Agreement to be executed by its duly authorized officers as of the day and year first above written.





Accessible Approachable Accountable

January 26, 2016

Erin L. Larson
Director of Operations
Wayfinder Schools
PO Box 65
215 Gloucester Hill Road
New Gloucester, ME 04260

#### Dear Erin,

This letter is to confirm that you have engaged Macpage LLC ("Macpage") to perform Finance and Accounting Services on a consulting basis for Wayfinder Schools. ("Client"). The overall objective of the engagement is to assist Client in the performance and management of Client's financial functions. The purpose of this letter is to describe the nature of the engagement and how Macpage will be compensated.

Macpage will provide the Finance and Accounting Services outlined in the attached Schedule(s), which may be added on an on-going basis as requested and agreed upon by Client.

Since the services to be performed by Macpage will not constitute an audit made in accordance with auditing standards generally accepted in the United States of America, Macpage will not express an opinion on any Client procedures or controls. All procedures, processes, and/or internal controls developed or updated during this engagement are the property of Client. Client's management agrees to perform the following in connection with this engagement:

- Provide Macpage with access to complete and accurate information and all personnel relevant to the engagement or other information that Macpage may request that it deems necessary to complete the engagement;
- Devote uninterrupted time to working with Macpage as needed;
- Make candid representations about Client's plans and expectations;
- Process monthly transactions expeditiously in accordance with the existing work schedule;
- > Prioritize the sequence of projects that Macpage will pursue;
- > Evaluate the adequacy and results of the services performed; and
- Accept responsibility for the results of the services.

In accordance with the AICPA Code of Professional Conduct Rule 301, Macpage shall protect, safeguard and dispose of any and all customer and consumer information received from Client.



Wayfinder Schools January 26, 2016 Page | 2

Macpage will not disclose to any third party any customer or consumer information obtained from Client during this engagement except as necessary to perform the assigned tasks under the terms of this Agreement, as required by applicable federal or state law, and as required by any regulatory agency or peer review group of Client or Macpage.

Macpage will require that any third party it utilizes in the performance of work under this service agreement to contractually become obligated to the same compliance standards regarding the privacy, safeguarding, disposal, and notification requirements concerning Client's consumer and customer information. As soon as reasonably possible, Macpage shall notify Client of any incident or unauthorized access to Client's customer and/or consumer information. Macpage does not anticipate utilizing a third party.

Patrick O'Reilly is the engagement director. All services will be performed by or under the direction of Courtney Mack and Jillian Phillips. Macpage shall utilize other Macpage personnel as it deems appropriate to perform the services set forth in this Agreement. Macpage shall only utilize outside third-parties in performing this engagement with the approval of Client. Macpage will schedule work upon receipt of this letter, executed by Client.

Macpage will bill Client for this time as it is incurred. All fees are payable within ten (10) days of receipt of the invoice. Additional costs due to changes in structure or services will be reviewed with senior management for approval prior to the start of the work. If the need for additional services arises, the related schedules will be revised. It is customary for Macpage to enumerate these revisions in amended or additional schedules.

Either party may cancel this Agreement at any time by providing written notice of cancellation to the other party. Upon termination of this Agreement, Macpage will be entitled to payment for services rendered but remaining unpaid, based on the fee agreement above and reimbursement of all out-of-pocket expenditures. Client agrees to indemnify and hold harmless Macpage and its directors and employees from all claims, liabilities, losses and costs arising from any knowing misrepresentation or any withholding of information or documents, knowing or inadvertent, by a member of Client's management, whether or not such person was acting in Client's interest or with Client's authority. Disputes arising out of this Agreement or the services rendered will be submitted to a mediator, and if mediation is unsuccessful, the parties will proceed to binding arbitration of any dispute. It is agreed by Client and Macpage, or any successors in interest to each party that no claim arising out of this Agreement or the services rendered shall be asserted more than one year after the services that give rise to any claim have been performed.

Neither party shall, without the other party's prior written consent, during this Agreement's term, directly solicit any of the other party's employees for employment. Notwithstanding the foregoing, neither party shall be restricted from placing employment advertising in trade or general media, including the Internet, or from using recruiters, or from employing any person responding to such advertising or presented to the hiring party from such recruiters, provided that neither such advertising or recruiters target the non-hiring party's employees.

Wayfinder Schools January 26, 2016 Page | 3

Macpage appreciates the opportunity to assist Client and believes this letter accurately summarizes the significant terms of this engagement. If Client has any questions, please let Macpage know. If Client agrees with the terms of the engagement as described in this letter, Client is asked to sign the enclosed copy and return it to Macpage.

Very truly yours,

Patrick O'Reilly Principal

Attachments: Schedule A

#### SCHEDULE A - FINANCE & ACCOUNTING SERVICES

This Schedule relates to the Finance and Accounting Services engagement between Macpage LLC ("Macpage") and Wayfinder Schools. ("Client") dated January 26, 2016.

On an as-needed basis or at the schedule identified herein, Macpage will provide the following Finance and Accounting Services:

#### Weekly

- > Process approved payments to vendors and employees, following established AP procedures;
- Record customer payments following established AR procedures;
- Respond to internal inquiries regarding transactions;
- Record deposits to bank accounts;
- Record manual checks issued from operating account;
- Review petty cash reconciliation and record petty cash transactions.

# Bi-Weekly

- Remit to 401(k) plan employee elective deferrals;
- Process bi-weekly payroll, including collecting employee time sheets, processing all employee data changes, and preparing the payroll via Paychex Flex online payroll system;
- Review payroll preprocessing reports and make changes/corrections as needed;
- > Prepare and post journal entries for bi-weekly payroll;
- > Submit final payroll after approval from Director of Operations is received;
- Maintain paid time off records via Paychex Flex online payroll system;
- > Review paid time off balances and notify Director of Operations when individual employee balances are below a threshold number (to be determined).

#### <u>Monthly</u>

- > Proactively follow up on AR aged more than 60 days via collections emails and/or calls;
- Generate invoices for all AR;
- > Prepare and submit monthly billing for USDA National School Lunch Program;
- Record and/or reclassify loan payments as principle and interest;
- Record fixed asset purchases to balance sheet;
- > Reconcile bank and credit card accounts;
- Reconcile investment accounts (2);
- Calculate direct and indirect expense allocations using existing/approved methodology;
- Prepare and post journal entries for monthly investment activity, expense allocations, and other entries, and/or as requested by Director of Operations;
- Provide timely financial and informational reports to various internal or external parties, as requested/required;
- Oversee WEX vehicle credit card account.

#### Quarterly

- Reconcile payroll and payroll tax expense;
- > Reconcile donations (revenue) to activity per e-Tapestry donor database;
- > Prepare and submit report of wages by campus to Maine Bureau of Labor Standards;
- Maintain Chart of Accounts, Class List, and Products/Services list.

#### Annually

- Assist Director of Operations with development of annual personnel budgets;
- Manage employee status with respect to eligibility for insurance benefits and 401(k) participation and payroll deductions;
- Support the annual financial audit by providing the requested information to auditors and attending to follow-on questions;
- Prepare and submit annual private school financial report to Maine Department of Education;
- Review and update (as needed) Accounting Policies & Procedures Manual in collaboration with Director of Operations.

# SCHEDULE A - FINANCE & ACCOUNTING SERVICES - CONTINUED

Unless otherwise noted, all of the above relates to "Client".

Engagement Director:

Patrick O'Reilly (Principal)

Engagement Team:

Courtney Mack (Senior Associate)

Jillian Phillips (Senior Associate)

Project Duration:

Ongoing

Billing:

Monthly

Fees:

\$2,500 a month;

Work items out of scope will be billed at standard hourly rates of \$70-\$160.

Acceptance of Engagement Letter and Schedule A:

Client signature

Date



# Tab 32: Schedule of Furnishings and Fixtures

The present schedule of furnishings and fixtures is included in the commercial lease agreement between Wayfinder Schools and Wayfinder Academy (the proposed charter school). According to this agreement, Wayfinder Schools' existing furniture and fixtures are leased to Wayfinder Academy and are tracked separately.

Should Wayfinder Academy be granted charter school status, all furniture and fixtures purchased with public funds will be tracked on a separate ledger for the charter school to ensure accountability and tracking according to state law.

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#### **D.4 Transportation Plan**

Wayfinder Academy will offer transportation as mandated by State and/or federal law to ensure that transportation is not a barrier to equal access for all students.

Charter school students will be eligible for transport based on the description in each academic track, and is outlined below.

# **Passages Track**

- As a primarily home-based program, daily transportation is not required in the Passages Track. Staff drive to the student on a weekly basis to oversee instruction. If the student must meet outside the home for weekly instruction planning and oversight, staff will provide transportation to the student, if a parent or self-transportation is unavailable.
- Wayfinder Academy will provide students with transportation assistance to attend
  required school-related instruction activities, such as required state assessments, inperson meetings and activities, or non-instructional activities, such as social events
  requiring the student's attendance outside their home or place of regular study.
- Public transportation is also an acceptable option and will be reimbursed by Wayfinder Academy. Should a student require public transportation, the Wayfinder Academy teacher will work directly with the office manager to explore appropriate public transportation options for the student.
- Students who reside outside of the defined catchment area must provide their own transportation.

#### **Residential Track**

- As a primarily residential-based program, daily transportation is not required in the Residential Track. Instead, the student will arrive at the residence in the beginning of the academic year, and reside primarily at Wayfinder Academy. Due to the nature of the program, evening and weekend participation is required. Students will remain at the residence with the exception of clearly defined breaks/holidays listed in the Annual Calendar. Should emergencies arise, Wayfinder Academy staff will coordinate transportation for the student using either staff or Wayfinder Academy vehicles, public transportation, or work directly with parents to provide transportation.
- All students must provide their own transportation on the first and last days of school and during breaks.
- Wayfinder staff will assist families in identifying appropriate transportation options, such as public transportation, if needed.
- Regular evening and weekend transportation originating from the Wayfinder Academy
  residence and culminating in the return to the residence, will be provided by Wayfinder
  Academy using one of the approved methods. Should a student required another form of
  transportation in this type of situation, Wayfinder Academy will work with the individual
  student and his/her family to ensure the student's participation.

#### Modes of Transportation

- 1. Wayfinder Schools vans as operated by Wayfinder Academy staff.
- 2. Pre-approved Wayfinder staff using pre-approved personal vehicle meeting safety and licensing requirements by state and/or federal law.

- 3. Parent transport.
- 4. Public transportation to and from school.

# Vehicle Safety

Vehicles used by Wayfinder Academy will meet all state and federal safety requirements, including licensing, registration and insurance requirements, and receive regularly scheduled maintenance and repairs to ensure the highest of safety standards.

#### **Staff Transportation Requirements**

Program staff who provide transportation as a part of their employment, must provide proof of insurance and have clean driving records. All vehicle occupants must use proper safety restraints (seatbelts or car seats) at all times. Team Members in positions where the operation of a motor vehicle is an essential duty of the position must present and maintain a valid driver's license and acceptable driving record to WA's insurer. Changes in a staff member's driving record must be reported to the immediate supervisor and any violations of this policy may result in immediate termination.

#### Revenue and Expenditures

Revenues will be accrued by the transportation stipend allocated per student. These fees will cover the expense of transportation as described within this section of the application and as delineated in the budget.

#### **Handicapped Accessibility**

Wayfinder will provide accessible transportation for students inside the catchment area on an as needed basis and in accordance with state and federal law.

#### **Required Tabs**

Tab 33: Transportation Plan

#### Tab 33: Transportation Plan

Wayfinder Academy will offer transportation as mandated by State and/or federal law to ensure that transportation is not a barrier to equal access for all students.

Transportation will be provided for each of the program tracks, as defined below.

#### **Passages Program Track**

- As a primarily home-based program, daily transportation is not required in the Passages Program Track. Staff drive to the student on a weekly basis to oversee instruction.
- Wayfinder Academy will provide students with transportation assistance to attend
  required school-related instruction activities, such as required state assessments, inperson meetings and activities, or non-instructional activities, such as social events
  requiring the student's attendance outside their home or place of regular study.
- Public transportation is also an acceptable option and will be reimbursed by Wayfinder Academy. Should a student require public transportation, the Wayfinder Academy teacher will work directly with the office manager to explore appropriate public transportation options for the student.
- Students who reside outside the defined catchment area must provide their own transportation to designated sites.

#### Residential Track

- All students must provide their own transportation on the first and last days of school and during breaks.
- As a primarily residential-based program, daily transportation is not required in the
  Residential Track. Instead, the student will arrive at the residence in the beginning of the
  academic year, and reside primarily at Wayfinder Academy. Due to the nature of the
  program, evening and weekend participation is required. Students will remain at the
  residence with the exception of clearly defined breaks/holidays listed in the Annual
  Calendar. Should emergencies arise, Wayfinder Academy staff will coordinate
  transportation for the student using either staff approved or Wayfinder Academy vehicles,
  public transportation, or work directly with parents to provide transportation.
- Wayfinder staff will assist families in identifying appropriate transportation options, such as public transportation, if needed.
- Wayfinder Academy will provide students with transportation assistance to attend
  required school-related instruction activities, such as required state assessments, inperson meetings and activities, or non-instructional activities, such as social events
  requiring the student's attendance outside their home or place of regular study.

#### **Modes of Transportation**

- 1. Wayfinder Schools vans as operated by Wayfinder Academy staff.
- 2. Pre-approved Wayfinder staff using pre-approved personal vehicle meeting safety and licensing requirements by state and/or federal law.
- 3. Parent or student transport.
- 4. Public transportation to and from school.

#### **Vehicle Safety**

Vehicles used by Wayfinder Academy will meet all state and federal safety requirements, including licensing, registration and insurance requirements, and receive regularly scheduled maintenance and repairs to ensure the highest of safety standards.

# **Staff Transportation Requirements**

Program staff who provide transportation as a part of their employment, must provide proof of insurance and have clean driving records. All vehicle occupants must use proper safety restraints (seatbelts or car seats) at all times. Team Members in positions where the operation of a motor vehicle is an essential duty of the position must present and maintain a valid driver's license and acceptable driving record to WA's insurer. Changes in a staff member's driving record must be reported to the immediate supervisor and any violations of this policy may result in immediate termination.

#### **Transportation Outside of Catchment Area**

No transportation services outside of the catchment area will be provided by Wayfinder Academy.

#### Revenue and Expenditures

Revenues will be accrued by the transportation stipend allocated per student. These fees will cover the expense of transportation as described within this section of the application and as delineated in the budget.

# Handicapped Accessibility

Wayfinder will provide accessible transportation for students inside the catchment area on an as needed basis and in accordance with state and federal law.



#### **D.5** Insurance

At present, Wayfinder Schools partners with Clark Insurance based in Portland, Maine to purchase industry-appropriate insurance coverage. Existing coverage is targeted to educational institutions and meets or exceeds the recommended or mandated coverage levels. Wayfinder Academy will purchase comparable professional liability, directors and officers liability, and workers compensation policies, and presents the *Letter of Insurability* below from Clark Insurance as evidence of insurability. Consistent with the commercial lease agreement, Wayfinder Academy will be a named insured on Wayfinder Schools' property, general liability, and business automobile policies.

The attached *Certificates of Insurance* demonstrate Wayfinder Schools' existing insurance policies and evidence the ability of Wayfinder Academy to obtain additional coverage. It is important to note that directors and officers liability insurance is included in the School and Educators Legal Liability policy. Surety bond for CFO is captured in the employee theft clause of Wayfinder Schools' existing liability coverage.

#### Required Tabs:

Tab 34: Certificates of Insurance



Wayfinder Schools P. O. Box 65 New Gloucester, ME 04260

RE: Purchase of a Surety Bond for the Chief Financial Officer

# Dear Cynthia:

Confirming our recent conversation, the insurance program currently in place with Clark Insurance includes Employee Theft coverage. The coverage is subject to a \$100,000 limit. This Employee Theft coverage protects the Wayfinder School from theft of money, securities and other property by its employees while acting within the employee's scope of duties for the School. The Chief Financial Officer is considered an employee under this policy. Based on this, Wayfinder School subject to policy terms and conditions would be protected under the Employee Theft coverage for loss caused by the Chief Financial Officer. The school does not carry a separate Surety Bond for the position of Chief Financial Officer. A separate Surety Bond is available to cover the school's Chief Financial Officer and can be provided on a separate policy for an additional premium if needed.

We appreciate your business and will do our best to see that you receive the highest level of service available. Please contact me or Josh Fifield if you have any questions regarding your insurance.

Sincerely,

David Nadeau, CPCU, CIC, CRM

Account Executive, Business Insurance Department

Enc.

2385 Congress Street • P.O. Box 3543 Partland, ME 04104

Tel 207.774.6257 Toll Free 1.800.244.6257 Fax 207.774.2994



August 15, 2016

Wayfinder Schools P.O.Box 65 New Gloucester, ME 04260

Dear Erin and Cynthia,

Per your request I am summarizing your insurance and insurability as follows. I have attached certificates of insurance with this, and ask that you include them with your response in your application for Charter School.

The attached certificates evidence the current coverage written for Wayfinder Schools. One of the certificates evidence the liability coverages including:

- -Broad General Liability, with broadened coverage specific to schools,
- -Employee Benefits Liability for errors in the application of your health insurance plans,
- Sexual Abuse and Molestation coverage,
- School Keepers Educators Legal Liability including Employment Practice Liability,
- Auto Liability including hired and non-owned liability,
- Umbrella Liability,
- -Workers Compensation.

The second certificate shows proof of:

- Property coverage on all owned properties
- Auto physical damage coverage on all owned vehicles

The Hanover Insurance program we have in place is written specifically to cover schools. The broadening endorsements provide coverage specific to schools and provide many benefits a standard market may not offer. Hanover is one of several insurance carriers we use to place school risks.

In addition, we have worked closely with Wayfinder Schools on Risk Management and Loss Prevention in all areas of operation.

We annually attend and address safety issues with new employee orientation. Wayfinder has utilized our agency loss control services to address many risks specific to their property and liability needs.

Also, Wayfinder has elaborated their use of our carrier services including defensive driving and premises inspections. They have also worked closely with local fire authorities to be proactive to prevent loss.

The Workers Comp experience is above average with an experience modification of .93, which is indicative to staff training and awareness to safety.

The management staff and leadership at Wayfinder Schools is extremely attuned to risk management, student and employee safety and procedures, property controls, and general risk.

Please advise if there is any other information you require about the insurability and risk management at Wayfinder Schools.

Sincerely,

Kristine Sullivan, MLIS I Senior Account Executive

Clark Insurance | 2385 Congress St

Kristine Sullivan

PO Box 3543 | Portland ME 04104-3543 Tel: 207.523,2204 | Fax: 207.774.2994



We know more so you can worry less.

www.clarkinsurance.com



# CERTIFICATE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY) 8/15/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER. AND THE CERTIFICATE HOLDER.

If this certificate is being prepared for a party who has an insurab	ele interest in the property, do not use this form. Use ACORE	27 or ACORD 28.			
PRODUCER	CONTACT NAME:				
Clark Insurance 2385 Congress Street Portland, ME 04104	PHONE (A/C, No, Ext): (207) 774-6257 FAX (A/C, No): (207) 774-299  E-MAIL: info@clarkinsurance.com				
i ordanaj me orto-r	PRODUCER CUSTOMER ID: OPPOFAR-01				
	INSURER(S) AFFORDING COVERAGE	NAIC#			
INSURED	INSURER A: Massachusetts Bay	22306			
	INSURER B : Allmerica Financial Benefit	41840			
Wayfinder Schools P O Box 65	INSURER C:				
New Gloucester, ME 04260	INSURER D :				
	INSURER E :				
	INSURER F:				
COVERAGES CERTIFICATE NUMBER:	REVISION NUMBER:				
LOCATION OF DEFINISES / DESCRIPTION OF PROPERTY (Attach ACORD 101 Additional Pr	amarke Schadula, if more enace is required)				

LOCATION OF PREMISES / DESCRIPTION OF PROPERTY (Attach ACORD 101, Additional Remarks Schedule, If more space is required) 0 0

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR				POLICY EXPIRATION DATE (MM/DD/YYYY)		COVERED PROPERTY		LIMITS		
	Х	PROPERTY						BUILDING	\$	
Α	CAL	USES OF LOSS	DEDUCTIBLES	ZDP A668821-01	06/30/2016	06/30/2017		PERSONAL PROPERTY	\$	
J		BASIC	BUILD!NG			•		BUSINESS INCOME	\$	
		BROAD	CONTENTS	$\dashv$				EXTRA EXPENSE	\$	
	X	SPECIAL						RENTAL VALUE	\$	
		EARTHQUAKE		7				BLANKET BUILDING	\$	
}		WIND		7				BLANKET PERS PROP	\$	
		FLOOD						BLANKET BLDG & PP	\$	
				7			X	Blanket Building	\$	4,757,00
							X	Blanket Contents	\$	436,18
		INLAND MARINE		TYPE OF POLICY					\$	
	CAL	USES OF LOSS							\$	
		NAMED PERILS		POLICY NUMBER					\$	
		]							\$	
		CRIME							\$	
	TYF	PE OF POLICY							\$	
					ļ. <u>.</u>				\$	
Α	Х	BOILER & MACH		ZDP A668821-01	06/30/2016	06/30/2017	X	Blanket Building	\$	4,757,00
		LEQUIPMENT BR	EAKDOWN				1	Blanket Contents	\$	436,18
В	Bu	siness Auto	)	AWPA668703	06/30/2016	06/30/2017	X	Physical Damage	\$	
									\$	

SPECIAL CONDITIONS / OTHER COVERAGES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER	CANCELLATION
For Information Purposes	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE
	Kristine Sullivar
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LOC #: 0



# ADDITIONAL REMARKS SCHEDULE

Page 1 of 1

TENCY  CIARK Insurance  POLICY NUMBER  SEE PAGE 1		NAMED INSURED Wayfinder Schools P O Box 65 New Gloucester, ME 04260
CARRIER SEE PAGE 1	NAIC CODE SEE P 1	EFFECTIVE DATE: SEE PAGE 1

#### ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM, FORM NUMBER: ACORD 24 FORM TITLE: Certificate of Property Insurance

Summary of Coverage per Policy Policy # ZDP A668821-00

Includes Equipment Breakdown coverage

Includes Gold Property Broadening endorsement including Employee Theft coverage

Includes Educational Institutions Broadening Endorsement

Includes Emergency Event Management coverage

Policy # AWP A668703-01

Includes Automobile Comprehensive and Collision Coverage subject to vehicle specific

deductibles

**Includes Business Auto Extension Endorsement** 

OPPOFAR-01

DNADEAU



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 8/15/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES TLOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED PRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	·	CONTACT NAME:				
Clark Insurance		PHONE (A/C, No, Ext): (207) 774-6257	FAX (A/C, No): (207) 774-2994			
2385 Congress Street Portland, ME 04104		E-MAIL ADDRESS: info@clarkinsurance.com				
		INSURER(S) AFFORDING COVERAGE	NAIC#			
		INSURER A: Massachusetts Bay	,22306			
INSURED		INSURER B : Allmerica Financial Benefit	41840			
Wayfinder School		INSURER C: The Hanover Ins Company	22292			
P. O. Box 555		INSURER D : Maine Employers Mutual	11149			
Camden, ME 04843		INSURER E :				
		INSURER F:				
COVERAGES	CERTIFICATE NUMBER:	REVISION NU	MBER:			

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES, LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. ADDL SUBR TYPE OF INSURANCE LIMITS POLICY NUMBER INSD WVD Α X COMMERCIAL GENERAL LIABILITY 1,000,000 EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) CLAIMS-MADE X OCCUR ZDP A668821-01 06/30/2016 06/30/2017 300,000 \$ X EBL \$

15,000 MED EXP (Any one person) 1,000,000 PERSONAL & ADV INJURY \$ 3,000,000 GEN'L AGGREGATE LIMIT APPLIES PER: GENERAL AGGREGATE \$ 3,000,000 POLICY PRODUCTS - COMP/OP AGG \$ LOC 3,000,000 **EBL AGGREGATE** \$ OTHER: COMBINED SINGLE LIMIT 1,000,000 AUTOMOBILE LIABILITY s (Ea accident) ь AWPA668703 06/30/2016 06/30/2017 \$ BODILY INJURY (Per person) ANY AUTO ALL OWNED SCHEDULED BODILY INJURY (Per accident) S AUTOS NON-OWNED AUTOS PROPERTY DAMAGE \$ HIRED AUTOS AUTOS \$ UMBRELLA LIAB 1,000,000 OCCUR EACH OCCURRENCE \$ EXCESS LIAB UHP A668822-01 06/30/2016 | 06/30/2017 C CLAIMS-MADE AGGREGATE \$ 0 1,000,000 DED X RETENTION\$ Aggregate \$ WORKERS COMPENSATION PER STATUTE AND EMPLOYERS' LIABILITY 1810009771 05/23/2016 05/23/2017 500,000 ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? \$ E.L. EACH ACCIDENT N/A 500,000 (Mandatory in NH) E.L. DISEASE - EA EMPLOYEE \$ if yes, describe under DESCRIPTION OF OPERATIONS below 500,000 E.L. DISEASE - POLICY LIMIT

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Summary of Coverage Provided under Each policy

Policy # ZDP A668821-00

Includes General Liability Broadening Endorsement Includes Educational Institution Liability Endorsement

Includes Employee Benefits Liability coverage

Includes Sexual Abuse & Molestation Coverage subject to coverage limits of \$1,000,000 per Occurrence Subject to a \$2,000,000 Annual Aggregate Includes School & Educators Legal Liability subject to coverage limits of \$1,000,000 per Occurrence Subject to a \$3,000,000 Annual Aggregate SEE ATTACHED ACORD 101

CERTIFICATE HOLDER		CANCELLATION
_	For informational purposes	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
		AUTHORIZED REPRESENTATIVE
	i	Kristine Sullivar

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LOC #: 1



# ADDITIONAL REMARKS SCHEDULE

Page 1 of 1

	·	
Insurance	NAMED INSURED Wayfinder School P. O. Box 555	
POLICY NUMBER	Camden, ME 04843	
SEE PAGE 1		
CARRIER	IC CODE	
SEE PAGE 1 S	EP1 EFFECTIVE DATE: SEE PAGE 1	

**ADDITIONAL REMARKS** 

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,

FORM NUMBER: ACORD 25 FORM TITLE: Certificate of Liability Insurance

Description of Operations/Locations/Vehicles:

Includes Maine Educational Institution Employment Practices Liability coverage subject to coverage limits of \$1,000,000 per

Occurrence Subject to a \$1,000,000 Annual Aggregate

Policy # AWP A668703-01

Included Hired and Nonowned Auto Liability coverage

Includes the Business Auto Extension Endorsement

Policy # UHP A668822-00

Provides Excess Liability coverage over the following coverage:

**General Liability** 

**Commercial Auto** 

**Employers Liability** 

Employee Benefits Liability coverage

Sexual Abuse & Molestation Coverage

School & Educators Legal Liability

Incidental Professional Liability

Policy # 1810009771

Provides Statutory Workers Compensation coverage and Employers Liability coverage

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#### **D.6 Food Service**

Food services options are distinctly different for the Passages and Residential Program tracks.

#### **Passages**

Due to the home-based nature of this track, Wayfinder Academy does not provide food service for students. However, one of the clearly pressing issues of the student population is chronic food insecurity. Many, if not all, students in the Passages track would qualify for Free/Reduce food program. Combined with the added stress of being a young parent, these students juggle school, employment, and sometimes unstable living situations. We emphasize the importance of gaining daily living skills, such as budget shopping, comparison pricing, and accessing other critical services, such as SNAP and TANF benefits. WA will also work with local food pantries to connect students in need with this option.

During the 2016-2017 school year, Wayfinder intends to research the feasibility of adding a weekly meal for students enrolled in the Passages Program track and plans to continue this endeavor should charter school status be approved.

#### Residential

The Residential Program is a USDA approved school lunch program. As such, WA will provide an inhouse food services program for students enrolled in the Residential Program track. This program is based on Wayfinder Schools' successful Culinary Program, in which students work with the Culinary Instructor to plan and prepare weekly meals for the entire school body. Each week, one student takes a turn working with the Culinary Instructor to craft the weekly meal plan within the allocated budget. Each meal must meet USDA nutritional requirements. Then the student and instructor shop together for the week's groceries. For each night that week, the designated student chef works with the Culinary Instructor to prepare the meal, set the table and serve the meal on time to the entire student body. In this way, students are learning budgeting, shopping, meal planning and preparation. They are also using math skills to multiply recipes in order to feed the entire student body.

#### **Accommodating Special Food Needs**

Wayfinder will work with students and their families to identify and accommodate special dietary needs and these requirements, as has been done successfully in the past.

#### **Budget and Expenditure Assumptions**

Wayfinder School's Residential track participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP), providing free and reduced cost breakfast and lunch to eligible students and receives cash reimbursements for each meal served to qualifying students. All breakfasts and lunches served meet the Federal requirements for participating in the programs.

Historically, the majority of Wayfinder School's Residential track students have been eligible for free or reduced cost breakfast and lunch. The School submits monthly reimbursement requests using the Maine Department of Education's online Nutrition system. Reimbursement is based on a per meal rate for each of breakfast and lunch, including an additional amount for severe need. The School is subject to an annual on-site review by the program authority.

Wayfinder Academy plans to continue participation in the NSLP and SBP, and intends to expand the program to the Passages track for one meal per week to support the nutrition needs of additional students.

The difference between annual budgeted food costs and allocated USDA funds have historically been generated through unrestricted donations, as will continue for Wayfinder Academy.

#### **D.7 Closure Protocol**

# **Transfer of Corporate Assets and Earnings**

In the event that Wayfinder Academy would cease to operate, the Wayfinder Board of Directors will work with the authorizer to ensure timely notification to parents/guardians, orderly transition of students and student records to new schools and proper disposition of school funds, property and assets and related By-laws (see Tab 23 under Article XI. Dissolution, our closure protocol for funds, property and assets and related records in compliance with the requirements in 20-A M.R.S.A. § 2411 (8)(B).

#### **Student Transition Plans**

The Board would establish a transition team who would be responsible for:

- 1. Providing immediate notification to affected parties, including, but not limited to: students, parents/guardians, faculty and staff, community members, the authorizer and others.
- 2. Working with each individual student's family to ensure a smooth transition as possible to another education option of the family's choice, providing assistance in identifying alternative educational options for the student; and overseeing the timely transfer of student records.
- 3. Convening staff meetings to inform employees of the reasons for closure and implementing a transition plan. The staff transition will begin with opportunities for new placement sites.

#### Disposal of School Funds, Property and Assets

Upon the dissolution of Wayfinder Academy or termination of its activities, the assets of the Corporation remaining after payment of all its liabilities shall be distributed to (i) the State of Maine for a public purpose in accordance with the provisions of 20-A M.R.S.A. § 2411 (8)(B), or (ii) if Maine law shall ever not require distribution of remaining assets to the State of Maine, then exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify a an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as amended, and as a charitable, religious, eleemosynary, benevolent or educational corporation within the meaning of Title 13-B of the Maine Revised Statues as amended.

#### Required Tabs:

Tab 35: School Closure Template

# Maine Charter School Commission CLOSURE PLAN TAB 35.

# 1. 1. Documentation of Closure Action:

Should Wayfinder Academy be closed for any reason by the Wayfinder Academy's Governing Board, notice of such action shall be sent to the Maine Charter School Commission ("MCSC") and the Maine Department of Education ("DOE") within 5 calendar days of any official closure action taken by the Board. Should the MCSC or the Department initiate the closure action, timely notice will be sent to the Wayfinder Academy governing Board. The notice by either party will include a description of the circumstances of the closure. Following receipt of such notice, the parties will develop a joint agreement on a closure date. The parties will send a joint notice of closure to:

	-	end a joint notice of closure to:
•		Parents or guardians of students;
•		Maine Charter School Commission;
•		The Maine Department of Education;
•	□ partici	The special education local plan area in which the school pates;
•	□ partici	The retirement systems in which the school's employees pate; and
•		Collaborative partners in the local community.
Notific	ation o	f all the parties will include at least the following:
•		The effective date of the closure;
•	□ inquiri	The name(s) of and contact information for the person(s) handling es regarding the closure;
•		The students' school districts of residence; and
		How parents or guardians may obtain copies of student records, ing specific information on completed courses and standards met graduation requirements.
	lition to so inclu	the four required items above, notification to the DOE and MCSC de:
•		A description of the circumstances of the closure; and

• [	The location of student and personnel records.
	ion to the four required items above, notification to parents, guardians, dents will include:
	Step by step instructions as well as essential information on how to ransfer the student to a school that can meet their needs both educationally and geographically;
r	A certified packet of student information that may include grade eports, discipline records, immunization records, and any other appropriate information;
_	Information on student completion of college entrance requirements or all high school students affected by the closure.
districts students	ard of Wayfinder Academy will announce the closure to any school that may be responsible for providing education services to the former s of the charter school. These districts can then assist in facilitating transfers.
it is feas reason	ure should occur it will happen at the end of an academic year as long as sible to maintain a legally compliant program until then. If for some Wayfinder Academy reverts to non-charter status, notification of this will be made to all parties listed in this section.
1. 2	School and Student Records Retention and Transfer:

School records will be kept in a file folder in the central office in a fire proof file cabinet. Attached to every cabinet will be a copy of our student records and policies. A formal request for records will be required from any school to which a student wishes to transfer. Our request for records regarding students transferring to Wayfinder Academy will have a 30 day deadline.

Wayfinder Academy will manage student records in accordance with Maine law and regulations as it has done through its history, including this past full year of operation for Wayfinder Academy. This well established system of records management will be adjusted to align with the needs of operating as a public charter school rather than as a magnet school.

Closure procedures for Wayfinder Academy will include the following plans for the transfer and maintenance of school and student records that will be completed within 30 days of closure:

•		Transfer and maintenance of personnel records in accordance with
	appl	cable law;

	Provision of a list of students in each grade level and the standards by have completed to the entity responsible for overseeing the closure;
• 🗆 res	Provision of the students' districts of residence to the entity sponsible for overseeing the closure; and
res	Transfer and maintenance of all student records, state assessment sults, and any special education records to the custody of the entity sponsible for overseeing the closure, unless transferred to a different tity.
Academy	on of personnel records will include any employee records Wayfinder has. They include, but are not limited to, records related to nce and grievance.
1. 3.	Financial Close-out:
notify Wa owes the revolving	days after receiving notification of closure, the DOE and MCSC will yfinder Academy and the Board if it is aware of any liabilities the school state. These may include overpayment of apportionments, unpaid fund loans or grants, or other liabilities. An audit will be conducted school has been closed or the school has had a status change.
	endent final audit will take place within six months after the closure of later that includes:
	An accounting of all financial assets. These may include cash and counts receivable and an inventory of property, equipment, and other ms of material value; and
	An accounting of all liabilities. These may include accounts yable or reduction in apportionments due to loans, unpaid staff mpensation, audit findings, or other investigations.
A plan for sections:	completing and filing of any annual reports will include the following
• [	Preliminary budgets
• 🗈	Interim financial reports
• 🗆	Second interim financial reports
• 📋	Final unaudited reports
These rep	ports must be submitted to the DOE and MCSC in the form required. Ports will be submitted as soon as possible after the closure action, but han the required deadline for reporting for the fiscal year.

1. 4. Disposition of Liabilities and Assets:

A closeout audit to be completed within twelve months of announcement of closure will determine the disposition of all liabilities of Wayfinder Academy as well as ensure disposal of any net assets remaining after all liabilities have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
- The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

After closure, assets of Wayfinder Academy will be distributed first to satisfy any outstanding payroll obligations for employees and then to creditors. Any remaining assets purchased with public funds provided through this Charter shall be returned to the Treasurer of State for a public purpose to the extent required by 20-A M.R.S. §2411(8) or its successor.

w.,			
			,

### E. Education Service Providers

Wayfinder Academy will not use any Educational Service Providers.

### Required Tabs:

**Tab 36:** Background information on the ESP including relevant performance data for other school(s) that the ESP has managed.

Tab 37: A list of any other schools managed by the ESP with contact information.

**Tab 38:** The services agreement as executed between the school and the ESP (or final negotiated draft version if not yet executed) with an explanation of the duration and services to be provided.

**Tab 36:** Background information on the ESP including relevant performance data for other school(s) that the ESP has managed.

This item is not applicable to Wayfinder Academy as they do not use an Education Service Provider.

Tab 37: A list of any other schools managed by the ESP with contact information

This item is not applicable to Wayfinder Academy as they do not use an Education Service Provider.

**Tab 38:** The services agreement as executed between the school and the ESP with an explanation of the duration and the services to be provided

This item is not applicable to Wayfinder Academy as they do not use an Education Service Provider.

### **Optional Attachments:**

- 1. Letters of Support
- 2. Student, Parent and Community Member Quotes
- 3. School Wide Brochure
- 4. Special Edition Newsletter
- 5. Passages and Residential Newsletters
- 6. Wayfinder College Acceptances
- 7. Wayfinder Controls and Accounting Procedures
- 8. Accounting Procedures and Internal Controls Practices



August 10, 2016

TO: Maine State Charter School Commission

From: Willo Wright/Program Director Seeds of Independence

RE: Passages Becoming a Charter School

Seeds of Independence is a volunteer based organization whose mission is to work with at risk teens and positively affect the school dropout rate in Maine. We serve students in Freeport, Brunswick and Topsham.

Having worked with teenagers for over 20 years, I am painfully aware that the population of teen mothers is one of our highest risk groups for a myriad of reasons. Typically once a teenager learns of her pregnancy, school goes on the back burner. And without a high school education, a young mom is constricted in her ability to make a living wage for herself, not to mention a child. The chances of both mom and babe needing all of the state assistance it has available for an indefinite period of time, are very high!

Enter Passages!! Martha Kempe and I first crossed paths several years ago when I heard about her diploma program for young mothers. I was working with a parenting group and several of the mothers were without a diploma or path to get one. Martha came to the rescue and began working with three of our 6 moms immediately. That was 4 years ago. Since then we have seen 6 young women go on to earn their diplomas while working and raising their children through the Passages program.

This spring I attended the graduation ceremony of two of those women! It was one of the most moving graduations I have ever attended. One of the moms is not only graduated but has a full time, supervisory baking position at Wild Oats Bakery. She now earns enough to support her daughter and her boyfriend. It took her three years to get through the program, but her teacher was with her every step of the way! The other mother was 16 and received a Mitchell Scholarship which will pay for her first year of college. She is obviously bright and exceptionally motivated. She became pregnant when she was 14 and knew that completing traditional high school was OUT of the question for her. She finished her Passages work in just under 2 years.

Passages has expanded its territory over the past few years and become a crucial alternative to traditional public high school. Its academic rigor is strong and relevant. The relationships that develop between teacher and student are extraordinary! To me, adding Passages to the roster of charter schools is absolutely imperative and the sooner the better.

I would be happy to speak with your further if you desire. Thank you for your consideration!!

I am not a student but a math tutor at the Camden branch of Wayfinders. Is is so exciting to me to have students who really want to be back in school, to learn in a setting that fits their needs.

This past year I tutored a young gentleman (and that is exactly what he is - a gentleman). After initially scheduling a session a week, he asked to work with me three times a week. I was so happy to do it. This may not have been the case with all my students over the past several years, but all seemed to desire the wish to do better. Some needed the encouragement to know they could learn algebra or whatever area they became involved in. Others showed their intellect in unique ways beyond what was asked of them.

All of my students were a delight to work with in class. I was given special experiences with each of them that lifted my spirit and made it fun for me!

Sincerely, Ellen Claussen



### BARBARA BUSH FOUNDATION FOR FAMILY LITERACY

August 12, 2016

TO: Maine State Charter School Commission

From: Barbara Bush Foundation for Family Literacy

RE: Wayfinder Academy's Charter School Application

More than 25 years ago, Mrs. Barbara Bush founded the Barbara Bush Foundation for Family Literacy. Then First Lady, she started the nonprofit with a goal to empower families through literacy. The Barbara Bush Foundation has supported Wayfinder Schools' Passages Program since 2009 because Passages aligns with our mission to make literacy a value in every home and because of the impact the Passages program has on improving the literacy rates and educational attainment of teen mothers and their children.

Although Maine has one of the lowest teen pregnancy rates in the nation, teen pregnancy and parenting is the #1 reason why a young woman would drop out of school. In a state as vast and rural as Maine, with high poverty rates, lack of public housing, limited early childcare options, no public transportation outside the biggest cities, young mothers and their children do not get the resources and supports they need to stay in school. They are especially isolated which perpetuates the cycle of poverty and low educational attainment of their children. Nationally 50% of teen mothers drop out after becoming pregnant and only 2% go onto a post-secondary training by age 30. Passages graduates 61% by age 21 and over 55% go on to post-secondary technical training or college well before age 24. Statistically the educational attainment of a mother has a direct impact (positively or negatively) on the educational attainment of their children. Passages effectively reduces the rate of teen mothers dropping out and does so in eight counties in Maine. Wayfinder Academy's Passages program removes the barriers through its innovative model that includes home-based instruction along with online support. The model removes barriers to help empower young parents to not give up on their dreams but to work more effectively towards their goals while assuming their parenting responsibilities. It is a model that can be replicated in other rural states.

We whole heartedly support Wayfinder Academy's application to become the first state-wide Charter School that specifically serves students who are "at risk of non-completion of high school", improving the lives of young parents and their children across Maine.

Sincerely,

### Rebecca V Dyer

Rebecca V Dyer Executive Vice President of Programs Barbara Bush Foundation for Family Literacy August 11, 2016

To Whom It May Concern:

The moment we stepped onto the campus and met the staff at Wayfinder Schools, I knew we had found the right place. At the end of the school year, students ended up with more than a high school diploma. They ended up with a better understanding of the world and the important role they have in it. The entire staff provided an amazing level of love, support, and encouragement that continues beyond graduation. I am thankful, grateful, and proud to be a part of the Wayfinder experience!

Amparo Randall

(Foster parent of 2016 grad J.S)

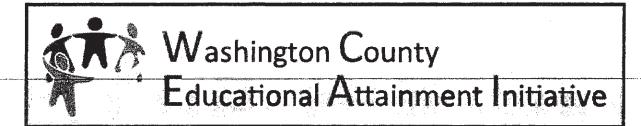
### To Whom it May Concern:

My professional relationship with Wayfinder Schools began over 15 years ago when the program was called The Community School, located in Camden, ME. In my role as Lewiston Public School's McKinney-Vento Homeless Liaison, we have had, and will continue to have, many students in need of both their education and housing attend this program. Students who have dropped out of school, as well as students in school but not succeeding, have had life changing experiences with the support of this dynamic residential program and their extremely committed staff. Anyone working in these roles know that it is not a job, but rather a calling, to help others at the deepest levels possible. Students who have completely given up on getting a diploma and given up on themselves walk away with a renewed fire for life and achievement, with many actually heading off to college and employment upon completing one of the most challenging years of their lives. Not everyone who attends graduates, but everyone indeed succeeds on some or many levels. All leave changed for the better.

In addition to having a professional relationship with this school and staff, I also have personal experience as the 'parent' of Wayfinder Students. My stepson was one who grew tremendously but did not see his way to a Wayfinder diploma. I also am the chosen/surrogate parent for numerous students whose biological parents are not involved in their lives; parenting not from birth but rather from choice affords me the deeper connection to support these students globally. If any question remains about Wayfinder Schools, simply watch one of their graduation or expedition videos to solidify what Wayfinder Schools is all about.

I cannot speak highly enough about Wayfinder Schools and how its alternative design and approaches change lives. I eagerly look forward to continued collaboration between Lewiston High School and Wayfinder Schools. Please feel free to contact me if I can support their pursuit of charter school status in the state of Maine.

Mary L. Seaman McKinney-Vento Homeless Liaison Lewiston Public Schools 207 795 4190 x2214 mseaman@lewistonpublicschools.org summer cell 207 212 4581



August 15, 2016

Dear Maine Charter School Commission Members:

We are pleased to write this letter on behalf of the Washington County Educational Attainment Initiative in support of Wayfinder Academy's proposal to receive Charter School Status in the State of Maine. The Maine Community Foundation has been convening Washington County stakeholders in a comprehensive collaboration aimed at increasing the levels of educational attainment and training among youth and adults in Washington County. Community leaders, educators, and organizations bring together knowledge and experience across the age continuum, from early childhood learning through adult education and training. Our Washington County Educational Attainment Initiative intends to create the conditions whereby citizens are able to take advantage of the education and career opportunities that exist where they live and create new opportunities that enable people to thrive in the region.

Given our mission in Washington County, we heartily endorse the proposal for the Passages Program and Wayfinder Academy, who provide an effective and exemplary approach to targeting both academic and life skills for students who have not yet achieved a high school diploma. Wayfinder Academy will be the much-needed and only charter school in Maine to focus on students who are at risk of non-completion of high school. The programs that make up Wayfinder Academy all share a commitment to effective, engaging, contextualized, studentcentered educational practices and have been carrying them out for decades, long before these practices became current buzzwords. Hundreds of Wayfinder graduates are contributing to the well-being of our state: college graduates, responsible parents, flourishing professionals, and productive community members. Their lives, and those of the people around them, were forever changed for the better by the nurturing and challenging, research-based practices of Wayfinder Academy' programs. An important and often overlooked facet of Wayfinder Academy's curriculum is the deliberate and comprehensive design that is focused on teaching high school students how to be adults. For the population of at-risk students served in these programs, it is essential to their future success that they learn to function effectively and independently in an adult world.

In Washington County, Wayfinder Academy currently provides the Passages Program, a diploma program for teen parents who have not completed high school and are usually facing obstacles to attending traditional public high schools. Barriers such as child care, transportation, and unstable housing situations prevent many teen parents from ever reaching

high school completion. The Passages Program has not only graduated 35 students in Washington County since arriving here in 2005, it has a record of graduating 61% of teen parents before the age of 21, compared to the national average of 50% before the age of 24.

The Passages Program succeeds where others don't because it provide a strong curriculum that is targeted at growing both the students' internal and external resources, as well as nurturing effective parenting skills and knowledge of child development that go on to impact future generations. These important aspects of the Passages Program are integral to the well-being of our rural communities in Washington County. The Passages Program provides direct supportive intervention for students and their young families who otherwise would be left to struggle alone through life situations involving poverty, low-wage seasonal jobs, lack of life skills, and little or no positive adult guidance. The Relational Educational model used with all Wayfinder Academy students promotes strong mentoring connections with adults that can last a lifetime. We do not lose these connections; they make us and our communities stronger.

Thank you for your consideration,

Lynne Witham, Director - University College at Ellsworth

Lynn Witham, et al

Jennifer Peters, Assistant Director - Sunrise County Economic Council

Jay Skriletz, Migrant Education Coordinator & Advocate - Mano en Mano/Hand in Hand

Lois Ann Kuntz, Chair of Arts and Letters – University of Maine at Machias

Lynne Gibson – Department of Mental Health and Human Services

Cathy Melio, Program Officer, Midcoast and Downeast Regions – Maine Community Foundation

### Sample Student, Parent and Community Member Feedback, 2010-2016

"What I like about Wayfinder is the flexibility, creativity and communications we have with one another. We have a say in things, we can pursue our own interests, and we get a lot of support. I feel like I can trust people here. The respect we get here has a big impact."-Tyler S., Residential Class of 2010

"A part of me wishes I'd waited to have a child. I missed out on a lot of teenage things after dropping out of high school, and in some ways I'm too young to be a mother. But lucky for me there was the Passages program just made to help kids like me. It helped me learn how to be a mother and to handle this new life"-Tiphani W., Passages Class of 2010

"Thank you for giving me this opportunity for a better life."-Brandon P., Residential Class of 2011

"The work you do is just unbelievable; how you build each kid up and build their confidence. If all schools were like this, we'd have a much higher graduation rate."-Joseph S., Parent, 2011

"This is an extraordinary small school; a hallmark of the way we should be educating kids. These kids are going to do great things. I hope and expect to see them at Harvard one day."-Roger Dell, Farnsworth Museum Education Director, 2011

"The other girls in this program and I can be counted as statistics, too; ones not talked about often. We are teen parents who did graduate. Some of us may even go to college. Passages saved my life."-Mackenzie G., Passages Class of 2012

"I was so happy to have people in my life who believed in me and to have a second chance to graduate with my high school diploma."-Melissa M., Passages Class of 2012

"We have released two young men into the community to your schools. Both of the young men completed their education with you, which is a great achievement in itself, but in addition they have grown immeasurably in self-esteem and confidence. They had minimal natural supports and yet with your help have met the challenges they've been confronted with. I would like to take this opportunity to thank you all for your efforts on behalf of these young men as well as those who preceded them and those who will follow. You took in young people who have had to struggle in their lives and made them strong members of the community, showing them that they have much to offer."-Elizabeth Beaulieu, Mountain View Youth Development Center, 2012

"Wayfinder Schools has taught me not only academics, but real life skills I will carry with me for the rest of my life."-Peyton, F., Residential Class of 2013

"For me, Passages wasn't about the papers you have to write or the outings you have to go on; it was about finding who I am and all that I am capable of. For the first time in my whole life I like myself, I'm proud of how far I've come and I am happy with the woman I'm becoming."-Erika B., Passages Class of 2013

"I can honestly say that being in the Passages program has changed my life. It has given me opportunities to advance myself and to take advantage of every opportunity that comes my way. Not only has it furthered my education in a fun and productive way it has brought me to multiple resources that I can use throughout my life. The work that you have to do is realistic and helps prepare us for what the adult world will be like. It teaches us things that we will need to know on a day-to-day basis when we are out on our own." Emma L., Passages Class of 2013

"Wayfinder Schools have provided amazing opportunities and enriched the lives of so many young people as well as the communities within which they live. These opportunities encourage life-long learning and the skills, self-esteem and experience that lead to success and strong connections with families."-A joint statement of U.S. Senators Susan Collins and Angus King, 2013

Being at Wayfinder is one of the best choices I've made in my life so far."- Carlos A., Residential Class of 2014

"You made this diploma possible for me, and you changed my life."-Monique M., Passages Class of 2014

"I never imagined that I would be walking with my cap and gown receiving my diploma. I can now continue on and make a better future for my daughter and me."-Dakota S., Passages Class of 2014

"Now I am able to graduate. I'm able to go to college. Passages has helped me make a future for me and my daughter. I am very grateful. Thank you!"-Kayla J., Passages Class of 2014

"Wayfinder Schools is best thing you ever could ever do for yourself."-Shama M., Residential Class of 2014

"Now that I am finally graduating, I feel like I broke a family trend." —Selaina L., Passages Class of 2015

If it wasn't for this program, I honestly don't think I would have graduated with my diploma"-Kiera S., Passages Class of 2015

"I love this school. It changed my whole life."-Amina Y., Passages Class of 2015

"Wayfinder Schools is definitely not easy, but it's more than worth it. This is the place that will get you to the place you want to be in life."-Elijah H., Residential Class of 2015

"My wish for my son is that he makes great decisions by graduating high school and going to college. I already know statistics show that by my graduating high school, his chances at graduating are much greater."-Haileigh I., Passages Class of 2015

"I have overcome many challenges in my life but I have one goal: to get myself and my daughter out of low-income housing, off food stamps, and be able to give her and myself the life we both

deserve. With the help of Passages, I have gotten my own apartment, worked, made new friends, volunteered, got my daughter into great daycare, did my taxes myself, and I'm working on getting my driver's license. Now, at the age of 17, I work long, hard hours, pay rent to my apartment, support myself and my daughter and have finished school through Passages."-Kelsey T., Passages Class of 2015

"This program has helped me become a productive member of society, become a better mother and a better person overall...and I am so thankful to be a part of such an amazing experience."

—Breanna M., Passages Class of 2016

"Applying to this school is by far one of the best choices I've ever made. If it wasn't for this school, I don't think I would ever have gotten my diploma and moved on to bigger and better things."—Roger B., Passages Class of 2016

"Wayfinder is tough. It really shows you who you are, but if you stick with it, you'll see success; accomplishing your homework, your chores, successful interaction with your peers, it leads to long-term success as you enter the adult world."-Jarred S., Residential Class of 2016

"The moment we stepped onto the campus and met the staff at Wayfinder Schools, I knew we had found the right place. At the end of the school year, students ended up with more than a high school diploma. They ended up with a better understanding of the world and the important role they have in it. The entire staff provided an amazing level of love, support, and encouragement that continues beyond graduation. I am thankful, grateful, and proud to be a part of the Wayfinder experience!"-Amparo R., Parent, 2016

"Every single person that passes through this place experiences some sort of transformation in their lives." -Aaro B., Residential Class of 2016

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amazing opportunities and eriched "Wayfinder Schools have provided as well as the communities within the lives of so many young people which they live. These opportunities encourage life-long learning experience that lead to success and the skills, self-esteem and and strong connections with families."

-U.S. Senator Susan Collins & U.S. Senator Angus King

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### wayfinderschools.com

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PO Box 555 Camden, ME 04843 (207) 236-3000 79 Washington Street



wayfinderschools.com



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### Residential Program

Our Residential Program serves students age 16-20 term while focusing on academics and life skills, holding part-time jobs in the community, particicompleting community service learning projects. who live on campus for a nine month academic pating in Experiential Learning Expeditions and

ning chores, gathering around the piano or taking a and independent learning time, baking bread, cookexploring museums and college campuses, attending walk together. Weekends include hiking, camping, a morning workout, heading out to apprenticeship A typical day in our Residential Program includes community events, volunteering, or just enjoying sites, returning to campus for afternoon classes ing and sharing meals together, completing eveour Camden and New Gloucester campuses,



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Both of our programs have high graduation rates and study math, art, science, creative writing, American a large percentage of our students enroll in college Restorative School Practices to keep kids engaged During their time at Wayfinder Schools, students students meet their academic and personal goals Sign Language, documentary film and more. Our and connected to school, family and community. We teach through a social justice lens and use



### Passages Program

group workshops with other young parents and their core skill areas related to academics, parenting and in their own homes and via the Internet. They work life skills development. Students also participate in more. Childcare and transportation are provided for safety, nutrition, budgeting, child development and children, including those focused on early literacy, 14-20. Students receive individualized instruction at their own pace to complete course work in 24 Passages is a home-based high school diploma program for expecting and parenting teens age group workshops.

assemble a team of advisors to focus on a particular learning projects, including those with local seniors Our students also participate in community service ife challenge or goal. Our Passages students and approach helps ensure students are able to meet respect, and our individualized, strengths-based teachers form strong bonds of mutual trust and and animal shelters, and they complete a final graduation project or "Passage" in which they their academic, parenting and personal goals, including enrolling in college and securing employment after graduation.

-DS, Passages Program Class of 2014 'I never imagined that I would be receiving my diploma. Now I can future for my daughter and me." walking with my cap and gown continue on and make a better

feel like I broke a family trend. I am Now that I am finally graduating, I so grateful to Passages and all the amazing opportunities I have had being in this program."

-SL, Passages Program Class of 2015

Wayfinder Schools is definitely not This is the place that will get you to easy, but it's more than worth it. -EH, Residential Class of 2015 where you want to be in life."

-CA, Residential Program Class of 2014 choices I've made in my life so far" "Being here is one of the best

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### Mission Statement

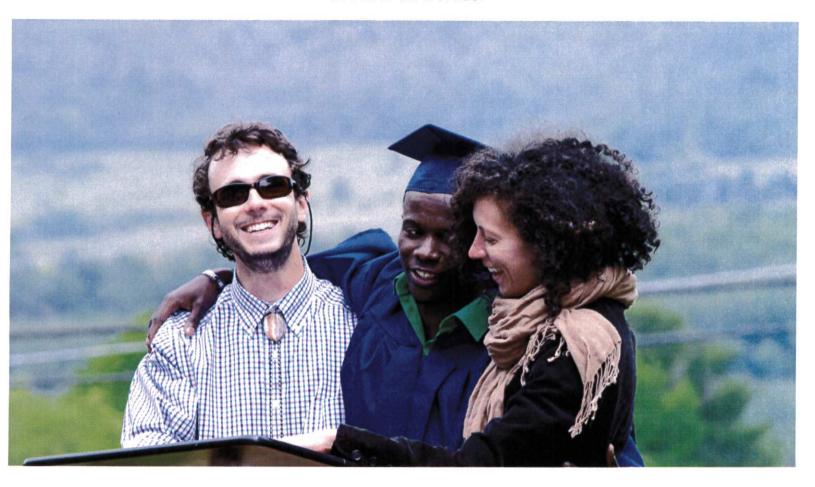
Nayfinder Schools offer relational learning programs contribute to their communities, and which culminate that transform the nature of a high school education by providing students with the skills and experience necessary to discover their strengths, connect with their families, practice personal responsibility, and in awarding a high school diploma from the State



### **Special Edition**

As we get ready to welcome our new students, we'd like to share the wonderful accomplishments of our recent graduates. In these pages you will meet the 19 incredible Wayfinders who graduated earlier this year. At one time, these students thought they might never graduate from high school. Many never dreamed they'd be going to college. This year our graduates were accepted to sixteen colleges and universities throughout New England and beyond. A large percentage secured employment immediately upon graduation. Several were offered continued employment at their student internship sites. We are exceedingly proud of them, and of all 80 Maine teens we served this year. Many of these students are young parents enrolled in our Passages Program for teen parents. All of them have overcome adversity on their way toward high school graduation. Your support helps make their dreams possible. We can't wait to share their stories with you. You can find interviews with many of our students at www.wayfinderschools.org. In the meantime, we are pleased to present...

**OUR 2015 GRADUATES!** 





# Look where our Wayfinders were accepted this year!

Southern Maine Community College	University of Maine/Farmington	University of Maine/Orono	University of Maine/Rockland	University of New England	University of Southern Maine	Warren Wilson College	Washington County Community College
Bennington College	Central Maine Community College	Colgate College	Dean College	Earlham College	Evergreen State College	New England College	Nichols College

"Now that I am finally graduating, I feel like I broke a family trend. I am starting college at University in Rockland, which I don't think I would've been able to do without being in this program. I am so grateful to Passages and all the amazing opportunities I have had being in this program."

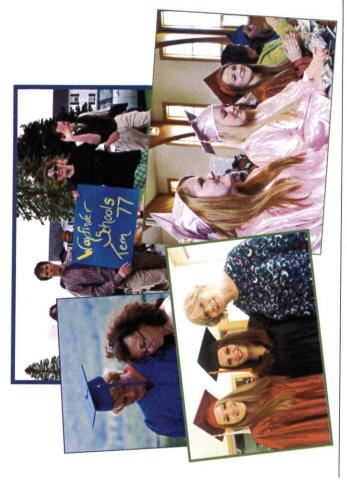
-Selaina Leigh, Class of 2015

### Fall 2015 Events

Thursday, October 8-Farm to Sea Auction, Westin Portland Harborview, Portland Maine

Wednesday, October 28 - Homecoming Dinner & Harvest Lantern Parade, Opportunity Farm Campus

Thursday, November 19 - Global Thanksgiving, Opportunity Farm Campus



www.wayfinderschools.org

# Erika Bramhall, Friendship

Erika's final graduation project was a presentation of her photographs, including expressive portraits of her fellow students and stunning architectural shots from our annual trip to NYC. Erika's career exploration placement was with PenBay Medical Center in Rockport, where she continues to work this summer. Erika is taking a CNA courses this summer and plans to pursue a career as a surgical technologist.



Shannon's career exploration sites were the Androscoggin Humane Society and The New Gloucester Fish Hatchery, where she discovered a deep appreciation for aquaculture. Her final graduation project was to organize a fundraising event for Herring Gut Learning Center, which included dinner, a talk and a showing of the documentary film DamNation, about dams and fish hatcheries in the U.S. Shannon has been accepted to the pre-nursing program at SMCC, where she will be headed this fall.



# Lexie Fitzsimmons, Princeton

Lexie's final graduation project was a presentation about her experience with The Passages Program, which she started several years ago. She is now mom to two beautiful children and is studying to become an Ultrasound Technician. She says, "I am so glad I stuck with this program and pushed myself...I enjoy looking back to a year and a half ago thinking, 'wow, look how far you have come and what you have done; look at where you are going to go..."

### Skye Green, Princeton

Skye is a talented photographer who has started her own successful photography businesses. She is now taking courses at Washington County Community College and says of her experience in Passages, "When I was 15 years old, I found out I was pregnant and had my world flipped upside down. I am very blessed to have had the opportunity and experience I have had with Passages, and to graduate and be able to move on to college and life thereafter."



### Elijah Harris, Lewiston

Elijah is a talented basketball player and his graduation project was to rehab the courts at Opportunity Farm, culminating in a fundraising tournament for Tree Street Youth. Elijah is working at Tree Street this summer and has received a scholarship to attend New England College this fall. Elijah says, "I want to keep climbing the ladder. I don't know where I'm going yet, but I want to leave my mark. I've always dreamed big. At this point I don't know why I can't dream big." Of Wayfinder Schools, he says, "It's definitely not easy, but it's more than worth it. This is the place that will get you to the place you want to be in life."

# Haileigh Ingraham, Waldoboro

In addition to raising her son, Haileigh recently completed her CNA training and is working full time. She says of her time in Passages, "I never thought I would be graduating. I became pregnant at 14 and gave birth to my beautiful son at 15. I have had an amazing experience with Passages. I am very thankful and lucky that I got to have this opportunity. This program has helped me grow as a person, not just as a teen mom. I learned a lot of things that will follow me, such as all the life skills. I feel like I was given a second chance at education and at succeeding in life."





# Selaina Leigh, Washington

was a fabulous photography exhibit at our Camden Campus, and she our Women for Wayfinder events, where she read a wonderful essay gie Hall's National Lullaby Project. Selaina's final graduation project Hall to write and record a lullaby for her daughter as part of Carneabout her experience as a young mother. She also worked with Bay tive participant in our workshops and she spoke publicly at one of Selaina joined our Passages Program in 2013. She has been an ac-Chamber Concerts & Music School, Hearst Studios and Carnegie is now continuing her studies at UMaine Rockland.



# Fiston Mubalama, Lewiston

Fiston is a talented cook whose final graduation project included hosting transition from his life in the Congo to the U.S.. This project also included some of Fiston's fabulous artwork. Fiston, who is also an avid soccer dens. In fact, he is now working in a leadership position there, and they recently sent him to Detroit for a few days to participate in a workshop a dinner and sharing letters of gratitude to the people who helped him about developing urban gardens. Fiston plans to attend Central Maine player, excelled at his career exploration placement with Lots to Gar-Community College this fall.



# Myranda McClure, Rockport

finder student musicians. When the yearbooks were completed she celebration where she presented the finished yearbooks to students Myranda's final graduation project was to design and print a school worked with the town of Rockport to get permits for a harbor side yearbook, supported by a spaghetti supper fundraiser with Wayand staff. Myranda is headed to UMaine Rockland this fall.



### Papi Musese, Lewiston

was displayed behind him, and his poems were bound into a beauchildhood in the Congo and he performed two songs. His artwork tiful handmade book. Papi has expressed interest in working with project, Papi shared some powerfully emotional poems about his Papi is a talented poet, painter and musician. His career exploration placements were at Riley School and Midcoast Music Academy, where he received rave reviews. For his final graduation kids, and in the medical field.



# Faith McQuatters, Thomaston

issues and her final graduation project was a performance piece tackling myths and stereotypes about feminism. Faith's student loved reading and singing with the kids, and discovering new things with them. She also volunteered to teach music at Tree Street Youth, and this summer she is teaching guitar and ukuinternship was with Memorial Elementary School, where she fashion design. She is also keenly interested in social justice Faith is a talented musician and writer who hopes to study lele at a camp for foster and low income girls.



### Rose Piscuskas, Liberty

ing with kids at the Tanglewood 4-H Camp in Lincolnville. Rose was accepted to nine colleges this year, including her first choice school, Evergreen State College in Olympia, Washington. She has received become a teacher. Her career exploration placement was with The Riley School in Rockport and this summer she will continue workration of the definition of family, inspired by her foster family, her several scholarships, including a Rotary Scholarship for her civic involvement. Rose's final graduation project was a moving explo-Rose is an extremely talented musician and writer who hopes to forever family, and her search for her birth family.





### Kiera Satele, Auburn

rolled at Central Maine Community College and says, "Having two know I did it all for them and how much they have made me a betant is definitely hard. If it wasn't for this program I honestly don't ter person. I know one day they will be proud of me and the womlittle kids and having to balance the other things that are import-Kiera's final graduation project was a presentation to Tree Street Youth about the challenges of young parenthood. She is now enthink I would have graduated with my diploma. I hope my sons an I have become."

## Kelsey Saucier, Swanville

teachers have helped get me through and made it possible for me for the wonderful experience with this program. I could not have challenging couple of years, but throughout the rough times, my to continue and finish school. I am grateful and thankful for the time and helped raise funds for the World Wildlife Fund as part in addition to raising two beautiful children, Kelsey works partof her final graduation project. She says, "I have had a long and done it without you.



# Carrie Schaeffer, Jefferson

Training Program. She is also enrolling in a CNA course In addition to raising her young daughter, Carrie works a diploma is the second most important thing in my life, at Irving, where she recently completed the Manager's that ever happened to me. I think going back to school was the best thing I have ever done. I dropped out of



in the fall. Carrie says, "Being a mom is the greatest thing Program. This is my last chance to get a diploma. Getting school three times before I found out about the Passages after my daughter."

# Rakeem Sullivan, Lewiston

Rakeem is an accomplished dancer who plans to open his own where he plans to study dance. Rakeem is teaching dance this summer at Tree Street Youth and is this year's Mitchell Scholwith dance studio Kinetic Energy Alive, where he studied hip Local Stars show. His final graduation project included a performance of original songs and dance. Rakeem was accepted dance studio one day. His career exploration placement was hop as well as the business of running a studio. Rakeem choto all three colleges he applied to this year, receiving a scholreographed the wonderful finale of this year's Dancing with arship to attend his first choice school, Dean College in MA,



### Kelsey Turner, Portland

leered, got my daughter into great daycare, did my taxes myself, and at Hannaford and is planning to enroll part-time at Southern Maine In addition to raising her young daughter, Kelsey has a full time job of ghetto, low-income housing, off food stamps, and be able to give her and myself the life we both deserve. With the help of Passages, I have gotten my own apartment, worked, made new friends, volun-I'm working on getting my driver's license. Now, at the age of 17, I Community College. She says, "I have overcome many challenges work long, hard hours, pay rent to my apartment, support myself in my life but I have one goal: to get myself and my daughter out and my daughter and have finished school through Passages."

### Spring 2015 Career Exploration Sites

Lots to Gardens

Peopleplace Cooperative Preschool Memorial Elementary School Herring Gut Learning Center Midcoast Music Academy PenBay Medical Center Kinetic Energy Alive Windy Hill Farm Riley School

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m M_{
m y}$  wish for my son is that I hope he makes great decisions by graduating high school and going to college. I already know that statistics show that just by me graduating high school, his chances at graduating are much greater."

Haileigh Ingraham, Class of 2015

Androscoggin Humane Society



### Ethan Ward, Pownal

Ethan's career exploration placement was with Windy Hill Farm, where he helped care for the animals, operate farm machinery and complete construction projects. He is particularly skilled at engine and small motor repair, an area of keen interest for him. Ethan is father to a young son, Noah, and his final graduation project was a photo and video collage for Noah, including words of wisdom for the future. Ethan plans to attend Central Maine Community College this fall.



\*Wayfinder Schools have provided amazing opportunities and enriched the lives of so many young people as well as the communities within which they live. These opportunities encourage life-long learning and the skills, self-esteem and experience that lead to success and strong connections with families."

-A joint statement of U.S. Senators Susan Collins & Angus King

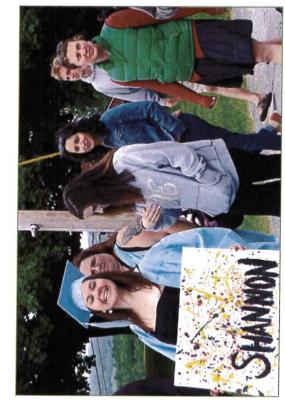
www.wayfinderschooks.org



Amina joined the Passages Program in 2012 and has been an active participant in workshops and events. Her final graduation project was to study the art of Henna, with the goal of earning income through her Henna designs. Amina says, "Even though I have been through a lot of problems, I never stopped trying to reach my goal. What I like about Passages is that every student, teacher and workshop was amazing. I enjoyed being in the Passages Program because I have experienced how to do everything myself and not depend on other people. I loved this school. It changed my whole life."



**Thank you** to all our very generous supporters and volunteers. Your dedication helps these incredible young people realize their hopes and dreams for the future. We couldn't do it without you! Thank you for making this important work possible.





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### School Mission

Non-profit Org. PAID Permit no. 14 New Gloucester, ME

Wayfinder Schools offer relational learning programs that transform the nature of a high school education by providing students with the skills and experience necessary to discover their strengths, connect with their families, practice personal responsibility, and contribute to their communities, and which culminate in awarding a high school diploma from the State of Maine.





### Passages Press

### **Graduation 2016 Edition**



Heather Barry

Brunswick

My name is Heather Barry, I'm 17 and have been with Passages since November 2014. My son Chandler was born March 20th, 2015. I originally went to Brunswick High School, but with some help from Willo Wright from Seeds of Independence, I got in touch with Martha and decided Passages was a better fit for me.

Passages is a wonderful program that doesn't only help you with academics, but your outside life as well. When I first started Passages I was unable to make phone calls by myself, order food, or even go in public by myself. My teacher, Joy, worked with me and would be by my side every phone call I made until I was comfortable enough to do it on my own. Now I will talk to people I don't know without even hesitating.

One of my favorite things about Passages is that I can be with my son while I'm doing my school work. That makes it so that I don't have to find a babysitter and I don't have to miss more time with him.

I would like to thank Passages for all the help and support they gave to guide me to graduation. It would have been an extremely hard battle for me to graduate if it weren't for Passages. Thank you to the whole of Wayfinder Schools for helping me through this.



Passage Project: Becoming a Maternity Nurse

Heather's Passage was an exploration of becoming a maternity nurse. She interviewed nurses, did research on the educational path she would need to undertake, and learned a whole lot about reaching out and networking with others.



Carolynne Barter

Portland

I really enjoyed my experience in Passages. I loved the one-on-one learning, and being able to work at my own pace while setting my own goals within the requirements. I liked that I was able to reach my teacher very easily with any questions I had, and received a quick response. That was nice because in my public school experience I wasn't always helped as quickly as I would've liked. Another thing that I loved was that my teacher always had different techniques or ways to explain something to me if I had trouble. For example, when writing essays or responses I usually need help starting by being given questions, and she always helped me with that.

When I first started the Passages Program I didn't expect to learn as much as I did. When I first looked at all the Core Skills, I didn't think I would end up doing half as much work as I really did. Throughout my entire school years, I learned not only the Core Skill subjects but so much more. For example, when I did Early Childhood Development my teacher was super helpful relating to her own style of parenting whenever I had questions.

I want the world to know how important education is, especially when you have children. A high school diploma looks great in any situation; having that under your belt opens doors to any opportunities, like jobs. I'm so grateful I'll be able to share my high school experience with my son, and encourage him to complete his high school education as well. A lot of people think it's nearly

impossible to continue their education when they have a child, but it's not. It's hard, yes, but not impossible, and when it's over you feel like you've accomplished the world. It's not worth throwing away just because you had a baby.



### Passage Project: Creating a Marketing Campaign

For my Passage Project I created a presentation to show what I learned about creating a marketing campaign. I created my own marketing strategy while using sexual assault as an example and throwing in some creative things as well. My biggest focus of this project is explaining the psychology of color and graphic design within marketing.

<del>\*\*</del>\*

### Roger Herbert Brown Jr. Eastport



Passages has really made me realize that I can accomplish anything I set my mind to. This program really set me up so I could finish school and make something of myself. This school also has brought some good people into my life. It also reunited me with old ones I haven't talked to in years. It has brought me great opportunities and I took full advantage of it.

I'll always have a high school diploma thanks to Wayfinder Schools. The teachers make you decide on when you will meet but it's all up to you to make everything happen. They make you realize that you can make real life choices and that you can do whatever you set your mind to. Applying to his school is by far one of the best choices I've ever made. If it wasn't for this school I don't think I would ever have gotten my diploma and moved on to bigger and better things. You have to take it

and run with it and get the work done and move forward in life.

### Passage Project: Building a Teepee

For my Passage I built a teepee from scratch. I got my supplies from my fiancé Emily's father's house and also out back of my apartment. I also needed alder trees to build a teepee.

I took pictures of my son Damian in and around it as well. As I built this teepee I talked to my son about it. I showed him how to create shelter using only what Mother Earth gave us. This was a great project for me and my son to be a part of: it's a part of our Passamaquoddy culture. I would like him to learn about his race so he can be proud of who he is as a person as he gets older.



Emily, Damian, Ann (my teacher) and I took a trip to the Hudson Museum in Orono to learn more about my culture's past and to get some insight on how to build a teepee with more precision. I also had Emily and Tasha as my committee members for my Passage. I am grateful that they were a part of this all so I can move on to bigger and better things in life,

so I will be able to provide for my son and family.

Teepees were built from long poles and deer hide. The poles were tied together to make an upside down cone shape and the outside was wrapped with the deer hide. When tribes arrived at a new spot, the women set up the teepees; it took about 30 minutes. In the summer the covering would be raised up for a large gap at the bottom of the teepee. This would allow cool air to flow through the teepee and keep it cool inside. In the winter additional insulation would be added

such as grass would be use to keep the teepee warm. A fire would be built in the center of the teepee to create heat. There was a hole at the top to let out the smoke. Native Americans also used warm bear hides for their beds and blankets to keep themselves and houses warm in the winter.

Teepees were also used for gathering space and for meetings with the men and women both. They would talk about what they were going to do for food and warmth and drinking water. Also talk about their children and what there plan was for teaching them and share

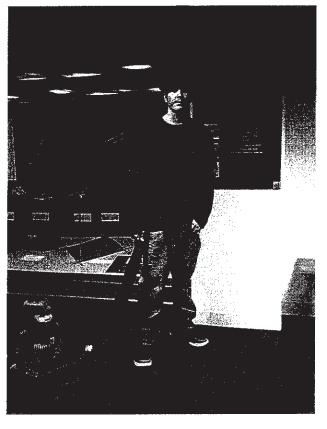
their thoughts on that.

Also they would talk about the land and the Creator also.

They loved their land and used it to survive and live off without polluting and ruining the land. They always planted a tree if they took one. They tried to use trees and sticks that were already dead or fallen over.

It was fishing hunting and trapping for the men and for the women it was cooking cleaning and watching the children. While they were out trying to prepare the day and the next to come.

They always made sure they had what they were going to need for that day and sometimes more. They always said a prayer before every meal thanked the Creator for the food he provided and the shelter he gave them.



### Victoria Cain Rockland



I think that the Passages program is great because it works around the student's schedule as best it can and a teacher comes to you. I also like that it is one-on-one teaching so that you can have more focus on you instead of it being broken up throughout a whole class. I also like the workshops because it gives you a chance to meet other parents and the babies get to play with each other and you do a fun activity with your child like play music or paint. There are some amazing teachers (Cindy) that have a lot of patience to deal with difficult students like me.

One of my favorite Core Skills was Early Childhood Development because I got to make a fun toy for Chloe - we made a mini marshmallow shooter to shoot marshmallows to the dog. I also liked the budgeting class because it taught me how to save my money better and different methods I could use to save more and make sure that I have money for bills.

It's going to be a huge relief to get a diploma and it will decrease my stress level. I hope to be able to eventually further my education with music and also go to veteranrian school. I hope that Chloe will be able to graduate one day just like me and her father.

### Passage Project: Learning the Violin

The reason that I chose learning the violin as my Passage is because I have always enjoyed hearing the violin and thought that it was a really neat instrument to learn. I think that it is good for everyone to learn at least one instrument in their life. I would love for Chloe to learn an instrument because I think it is beneficial for kids to learn new skills and to always have something they can possibly turn to as an outlet. I also hope that learning the violin could create an outlet for me as well for when I am stressed or I am dealing with anxiety.

I was able to observe a class with one of my experts students and she showed me how to hold the violin and how to store the bow. I learned that to hold a violin you need muscle in your neck and jaw. When holding the violin you don't use your hands you have to use your chin so that your fingers can move more easily on the strings. My first homework was to practice holding the violin and to practice holding the bow and pretend to write with it. I got a chance to hear my violin played by Sarah Glenn (my expert) and it was really neat to see that it could make a nice sound.

At the Hearst Studio in Camden I got to listen to some other people playing the violin. The playing level was different for everyone: some had not been playing for very long while others had been playing their whole life.

I took Chloe to the Play-a-Thon so she could see some violin and piano presentations and she seemed to enjoy it. I think she likes the piano the best. My next step is going to be looking into the Midcoast Music Academy in Rockland and see if I can apply and get a scholarship.

I am glad that I chose the violin for my
Passage because it gives me a chance to start
the learning process and it shows me how
much time and effort I have to put into
learning a new skill. I knew that when I first
started this assignment I wouldn't be able to
learn how to play in such a short time, but that
it would be the beginning.

Personally, I think that the whole Passage project isn't a good idea. It's hard to find "experts" to help with your project. Hard to find people who can volunteer their time who are not busy working at their own business and they have to make a living. That's just my opinion.



Graduation June 2016 Wayfinder Schools ♦ http://www.wayfinderschools.org

### McKayla Corbett Edgecomb



When I first found out that I was pregnant, the first thing I knew I wanted, was to continue my high school education. I knew it wouldn't be easy, but I was determined. A friend reached out to me and told me about Passages, and I called immediately. The process was easy and I was extremely confident I would do well.

When I first met my teacher Cindy, I knew that we would get along wonderfully, which made me even more excited about the program. Throughout the three years that I've been in the program, she has been my biggest motivator. She's taught me that school can be fun, and there's actually so much more to it than just work. She's helped me make friends in the program, and also helped me learn so much about myself as well. I can honestly say I wouldn't have my diploma if it wasn't for her.

My favorite part about the Passages program is that a lot of it is hands-on work, and you also get one-on-one meetings with your teacher every week. I've never felt afraid to ask questions, and I always know that I can be confident in my work. I feel that it's

extremely important to be able to get one-onone time with your teacher, so that you feel comfortable with the work you're doing, and understand everything the teacher may be asking from you. I overall absolutely loved being confident with myself in my work, and being confident that I could ask any questions

I needed to without feeling shy.

The Passage program in my opinion is an amazing program. It actually surprises me that many people do not know that Passages exists. It helps so many young parents



continue their education, learn more about being a parent, and also learn more about themselves in general. I would recommend the Passages program to anyone who is a young mom or dad looking to continue school, and I am so thankful that I was able to be part of it. The program is honestly a blessing.

### Passage Project: Cosmetology

My family is full of cosmetologists. When my mom went to cosmetology school, I was about 10 years old, so I used to go with her and watch a lot of the things she was taught. I got to see the nail techs do nails and people styling, cutting, and coloring hair. I've always been interested in the field of cosmetology, but

I wasn't sure what exact part of it I wanted to do.

The day before my wedding I had a facial done at Rheal Day Spa, it was the most relaxing and calming thing I've ever experienced in my entire life. The aroma was beautiful, the music was peaceful, the whole process overall was amazing. I knew then, that's what I wanted to do. I want to make people feel beautiful, by making their SKIN beautiful! I talked with the esthetician that did my facial, and she explained to me that she absolutely loved her job. She loved helping people love themselves, she loved being in such a relaxing, peaceful environment every day, and she loved showing people how simple it is to make their skin happy!

I got to meet the owner of Rheal Day Spa (Rhonda) and she showed me her skin care line. Rhonda explained why she entered the field and was very honest about what goes on behind the scenes (a lot of laundry!). She is a wonderful and wise person to speak with. You could tell just by listening to her how much passion she has for her business. May 16th my teacher Cindy is scheduled to have a facial, and Rhonda gave me permission to sit in, and watch how it's done and experience it from a different point of view. May 17th I will be touring the Capilo Institute in Augusta to see what it's actually like in cosmetology school, and learn a little more about the program. The more I learn about being an esthetician, the more I cannot wait to jump in and start school!

### Victoria Demmons Rockland

Have you ever heard someone refer to your age? Like you are incapable, or don't know what you are doing just because you might be young? Well, I have. And it's not a good experience. My age, just as yours, does not make us any less of a parent than someone in their 30's, 40's, or even 50's.



This is always something I will struggle with, and something that will always bother me. EVERYONE regardless of age, race, or religion deserves respect. And if you can't have the common courtesy to respect me, then I am by no means obligated to respect you.

I got pregnant at 14 years old by a 19 year old. I chose to step up, I chose to set aside my life to take care of another...and that should stand for something.

I gave birth to a beautiful, healthy baby boy when I was 15, and the hardest part was I had to do it alone. I lost friends, I got dirty looks, I was made fun of, I was judged, and worst of all I was torn apart in every way possible by people who claimed they would always stay by me and support me.

Almost two years down the road, on August 3rd of this year, I will be 17. On October 15th, my son will be two. I have provided for him, I have been a nurse, a teacher, a friend, a shoulder, a chauffeur, a cook, a maid, and best of all, I've been the best mother I could be for my son.

I know that there are a lot of people out there who feel the way I feel. Who struggle every day to put a smile on your face and pretend that you are strong. And it's always for your babies.

I will continue for the rest of my life to do right by my son, protect him, and love him, no matter what anyone has to say...he is my baby, my life, the one thing that keeps me going when I'm feeling my weakest. He is my reason.

Age should not be frowned upon when having a child unless you are doing something wrong that could harm your child. I personally give credit to EVERY

mother out there, any age, who does right by their child and will stop at nothing to prove you are the best mother you can be. And thank you to those of you who understand exactly where I am coming from, and know exactly how hard it is.

I heard about this program from school when I first found out that I was pregnant. I was meeting with the counselor who mentioned it to me, I looked into it and ended up going through the interviews and the Challenges. It was a struggle at first. But with the help of my teacher, other students, as well as other staff, I pushed through the first few months and I had an amazing experience in the program. I learned people skills, I learned how to better myself, how to become a better mother for my son.

There were a few bumps here and there, but nothing that didn't work itself out. I am so thankful for my teacher Erica, who has seen me at my worst and still managed to help me pick myself up, thankful for the teachers who put up with my sarcastic remarks and jokes trying to lighten the mood, thankful for all the other young mothers and fathers I have met along the way through my journey, who let me know that I'm not alone! It's more like a family than a school because we all work together, we all try our best.

### Passage Project: Cosmetology

For my Passage I chose to learn more about cosmetology because it has always interested me such as the difference in toners, what the different shampoos and conditioners were used for, and all that cosmetology consists of.

Throughout this whole Passage, I came into it with the wrong point of view. I thought I would fail, and definitely mess something up, or not have anything done on time. After meeting with everyone, and developing a better understanding of what the Passage actually was, I eased into it. I became comfortable with reaching out for help, I became confident that I COULD do anything I set my mind and heart on.



# Rebecca Doyle Rockland



When I first entered into Passages, I expected to graduate before my pregnancy was over. I expected to rush through every Core Skill, do all of my community service, get my permit, go to workshops, and finish my Passage all within six small months. I expected a lot of myself.

For me, Passages has been a journey of learning to let go- to not hold onto control so much that I absolutely panic. My Passage itself ultimately taught me that I need to take a step back, and take a breather once in a while. Passages taught me to sort through what was really important, and what didn't matter so much.

There came a point that I was so stuck on figuring out what I could possibly do for a Passage that I almost quit entirely. Joy, my teacher, and Martha came to my side and stuck by me. I needed a push and they were right there to help me along. I owe my diploma entirely to Joy and Martha. I couldn't ask for a better mentor and friend as Joy.

Joy was amazing for figuring out the way that I learned best, and applying herself in whatever way she could to help me. I know that Martha couldn't have found me a better teacher.

#### **Passage Project: My Inner Artist**

Rebecca's Passage was all about re-connecting with her spontaneous and artistic self. She has always loved art and self expression, but felt cut off from that part of her life. This exploration helped to put her back on an artist's path.



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### Courtney Dudley-Mosher Calais



I have been in Passages since 2014 and I have had Fern Hilyard as my teacher. I couldn't be more happy. She has made the experience easy for me with helping me arrange things and help me along with some of my Core Skills by laying it out simple for me. She helped me with what to do and how to get it done.

During my years in Passages, I got more in touch with myself and it brought out the best in me by doing my work and putting more passion into my projects. I made a cardboard guitar and it actually looked real in the end, which I was really happy about. My teacher gave me a lot of the tools to get it done which I was and still am very thankful for.

I know if I see someone in the situation I was in as a teenage mom, with no chance of getting back into high school and doesn't have the time to go out and do their GED, I will definitely recommend Passages. It is an amazing experience and you can definitely learn your strengths. I definitely did and I thank Passages for giving me the chance.

#### Passage Project: Raising a Child

It can be very difficult to raise a child, even with two parents. I got pregnant at 16 and had my son at 17 years old. Even though his father and I were in it together at the beginning, it was still hard on us both. It sometimes still is hard. My son may be 2 years old now, but even a toddler requires a lot of attention. I love my son more than anything in the world, but I do sometimes think about him coming into this world later on in life. He is here and I do not regret having him, but it is not fun to raise a baby. It is A LOT of hard work! I want young people to know how hard it can be. I aimed this project at 11-14 year olds. This project really hit home with me from a personal experience and I also wanted to be able to help teenagers learn there are options.

I was interested in this topic because I met a 14 year old mentally retarded girl. She was sweet and nice and by the end of my time in a psych unit, she and I were friends. She said when she got out she and her 14 year old boyfriend were going to have a baby and live happily ever after. I really wanted to get the word out to everyone I possibly could about the difficulties of being a teen parent.

I presented this project by doing a series of short video clips and uploading them to Youtube, because everything is on the Internet now. In each video I discussed a topic about the realities of raising a child. I also started a blog so people could ask me questions or even just write to me. People can leave me comments on Youtube too.

https://www.youtube.com/channel/
UCWAb64LWiDoJVMF4v1t5 kw

http://gangstergurl12.wix.com/teenmomblog

In my videos and blog I tried to lay it out flat about how hard it truly is as a single teen mom with minimal support and no help from your child's father. I also tried to help lay it out how many different types of birth controls are out there. A lot of kids do not think about the repercussions of having unprotected sex. A condom can break at any time, so even if you have birth control, still use a condom to make sure you are fully protected. I am going to continue with my videos on Youtube on this topic.



I am really happy about getting the word out there about this type of stuff, especially coming from a teen mom, maybe it might sink in a little more. After facing this Passage topic, I think that I have a new perspective about the many birth control methods and also that I was right about choosing the 11-14 age range for this project.

I put a LOT of energy into this project, I have been thinking about this project a lot ever since I first started in the Passages program. Since I started Passages I have been doing a little research on some things here and there. I think I met my personal expectations that I wanted to come out of these videos. I honestly think I blew past my own requirements for this project because I didn't really think I would be able to do this, but I did. So for that I am very proud of myself. From my original proposal to now, I have stuck right on topic. I haven't really changed anything about what I wanted this to be about. For that to happen for me, I am pretty satisfied.

I worked with a woman named Victoria Preston from Maine Family Planning who gave me the information I needed for the age to aim my project at. She was so happy to help me out with anything I needed and for that I told her I was very thankful for her giving me her time to meet with me. Victoria gave me a lot of ideas - like doing a blog (which I did) and a reflection question at the end of each video clip (which I sort of did) and lastly getting me to view some other video clips to be able to see what other people do in their videos and how I could make mine differ from theirs. All in all I enjoyed working with Victoria and if someone ever needs information like I did in the future I highly recommend her to that student.

It's sad but exciting at the same time to be graduating! It's just an amazing feeling to know that I have worked harder than anything to get where I am, and I made it.

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# Lindsey Hinkley Brunswick



My time with Passages has been life-changing. I never expected to go back to school after I had my daughter Addysen. She was my focus and I couldn't stand not being with her every waking second. I tried to go back to high school, but it just wasn't for me! I met a woman named Willo Wright who came to the high school I was attending and she invited me to her parenting group at Seeds of Independence. It was a meeting place for teens and young moms like me. After joining her group she was the one who told me about Passages.

I started this program and loved it, and my teacher as well. The workshops we have attended have taught me to open up and to reach out to others and make new friends. It has been nice to meet others that are in the same place in life as I am.

Being a teenager with a child is not easy but becomes easier as your child grows! Passages has made my math levels increase along with my reading. I am not a reader but you have to read in order to go anywhere in the program and in your life. This program has made me look at life differently; I see myself as an adult now.

Passages has been a blessing to me because I have learned more than I ever thought I would about parenting and about everyday life skills. This school has given me the chance to prove myself and to others that I could get an education and gave me another shot at getting my diploma.

Thank you Passages for being a support to teen parents. Personally, being a high school dropout I felt that it was over, that there were no options for me. I felt like there was no going back. Passages opened doors and allowed me to continue on a path I always hoped to be on, and it was to graduate. Thank you Cindy for your commitment to being my teacher and letting me know that with time things change and get better. Thank you for all your love, support, and care you have shown to me and Addysen.

#### Passage Project: Cake Artistry

From the beginning of planning and brainstorming about my Passage, I have always wanted to learn the artistry of creating a beautiful cake. I already love to bake, but I wanted to push myself and



try to go beyond the skills I have. My goal is to someday make a little (or a lot) of extra income by making my own professional cakes. In January I met with my expert Patricia Moroz who does VERY professional cakes for celebrations like for the Portland Pirates, "Million Dollar Wedding," which was held at the Samoset Resort, for architecture firms, and other high-end weddings (fancy)! Our first meeting was learning the basics: making the cake, cutting it level and frosting it as smooth as possible. Trisha taught me how to prepare gum paste, making the perfect buttercream frosting, and working with fondant.

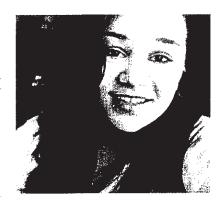
I had the good fortune to have multiple classes with Trisha teaching me how to make flowers, and how to go about making a sculpted cake. I was so afraid to work with fondant!! The key? The buttercream has to have no bubbles in it, and spread smoothly with the proper tools. I did it! This is something I will share at my final presentation. I cannot wait, my cake will showcase all that I have learned and it is going to be beautiful.

My timeframe was longer than I expected. Had my original schedule held, I would have completed my Passage in March. Life has a way of throwing curveballs and I had to take care of my life, not my Passage. I can truly say that what I went through only made me stronger and a better person. During this process I overcame the uncomfortable feelings of reaching out and asking for help and support. It has been a good thing because Patricia has offered me many opportunities and shared her knowledge so freely.

I have always loved watching Cake Boss.
I have learned that with the proper tools and teaching and love of baking, maybe I will be
The Boss!!

Autumn Larrondo St. George

I've been in the this program for a few years now and I'm so glad I have had this experience. I would never have been able to be where I am today if it wasn't



for this program, the teacher I had, and if I hadn't had my son at the age I did. Everything I'm doing today seemed impossible before. I wouldn't have the amazing job I have now without the loving pushes from a caring teacher who did not give up on me, even when I gave her lots of reasons to. I wouldn't have my license or a car if my teacher didn't keep pushing me to never give up. I've learned a lot from this program and I'm so grateful to be able to have been able to go through it. I would do it again and again!

#### Passage Project: Hometown Glory

Autumn is a student that is passionate about the Midcoast community and town that she lives in. She used this



passion to learn more about a few historical sites in her area. Autumn worked with an expert from the her local historical society to gather information necessary to create

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brochures about two sites: Fort St. George and the sardine plant that burned down many years ago. The historical society will provide them to local visitors looking to learn more about the fascinating history surrounding these two sites.

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# Hailey Littlefield Swanville

When I found out I was pregnant, I was so excited to break the news with my family and friends. I continued going to Belfast Area High School until I was 8 1/2 months pregnant. I was enrolled into the Passages program in November of 2014,



and gave birth to my beautiful pride and joy on December 14th, 2014.

I knew that I had to continue with my education for my daughter and myself, and Passages was the way that was going to happen. I have been in the program for a little under 2 years, and it was the best choice that I have made. My teacher Erica was always AMAZING with Sophia and me. She was supportive and helpful with anything I needed. If I did not hear about the Passage program, I would not have been able to finish school. I am very thankful that Passages accepted me into their program, and I'm so happy to be able to graduate school, knowing I took the best route for my daughter and me.

"Poem for my daughter"

In my ocean, you are a sunset casting over because you are beautiful the way you are.

In my grassy field, you are a wildflower because you are perfect to this world.

In my galaxy, you are the twinkling stars above

because you are so bright and beautiful.

In my heart you are the beat
because you make me complete.

You are my world.



#### Passage Project: How to Cook

I chose to learn how to cook for my Passage. Cooking is a necessity for living, and with one child, and one on the way, I will definitely need to know how to cook. I cooked three meals with Cathy, who was my expert, and baked cookies with my best friend's mom, who is an AMAZING baker. I really enjoyed learning how to cook, and reading recipes.

# Samantha Leighton Baileyville



I began Passages September 11th, 2013, just two days before my youngest son was born, and I'm not going to lie, I was a little hesitant. I was going through a very hard time in my life just getting out of an abusive relationship while being a pregnant teen mother. Making the decision to move forward with this program has turned out to be one of the best decisions I have ever made. Without this program, a supportive family, and the help and understanding of my teacher, I would still be stuck in the same spot I was almost two years ago. I've been able to prove to my children and to myself that no matter what life throws at you, you can work through it. Passages honestly, has saved not only my future, but my children's future also.

#### Passage Project: Hell to High Water

For my Passage, I decided to make a handwritten book with drawings detailing the events of my abusive relationship with my exfiancé, who is also the father of my two oldest children. To begin the project I typed out my whole story on my laptop and then I went through and took out the parts I didn't feel comfortable sharing with my Passages team.

After getting everything typed out to where it made me feel okay to share I ran into a little dilemma getting the words to fit right into my sketchbook. At first I had planned on writing in the words with no lines on the pages, but after seven or eight times of trying to do this I decided I would try and print the pages out and proceed to cut and paste the words in. That didn't work either, but I thought of something else. I had decided to glue lined paper onto the sketchbook pages. At first I was a little iffy about it, but it actually gave it more of an artsy feel that I was looking for to begin with. After I wrote the words onto the lines I drew pictures around everything. The pictures tell the same story as the words do so you don't necessarily have to read it.

Doing this project was hard for me, not only because I'm such a perfectionist when it comes to my artwork, but because talking about the hardest moments of my life made my

depression
really
difficult
and on
some days
it was
impossible
for me to
even look at
my sketch
book. I
pushed
through it
by talking
to my Aunt



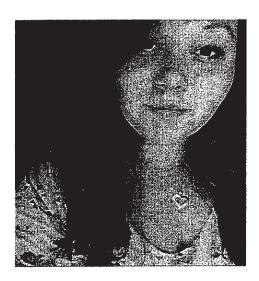
Amy who was also my "expert" on my Passages team, and when I got it all out on paper I felt 100% better knowing that my battle is all in the past. My mother was on my team but my father was also curious about what I wrote. He's always been super supportive about my work but I was a little uncomfortable sharing my WHOLE story with him. After sharing it with both of them I felt a little uneasy about it but if I didn't share it with them, they probably would never know exactly what happened and I think for them, not knowing was a bit harder.

Overall, I feel very good about my project and how well it turned out. The drawings aren't as good as I would like them to be but, even though it isn't exactly how I envisioned it, I managed to push through the emotional aspect of it. My sketchbook is more than halfway finished, and I plan on finishing it before my oldest son goes to school next year, because someday I would like to show both of my sons the reason why their father isn't in their life and show them that I did the best I could and suffered through a lot to make sure they were happy.

I was very happy about how the presentation with my team went. I thought I was going to be faced with a lot of questions that I would feel uncomfortable answering, but surprisingly I didn't get one that was difficult. I am extremely happy with the people I chose for my team and everything I did for this project I would do over again exactly the same. Except for maybe managing my time a little differently, but we all know three kids under the age of three, school, and life are hard to manage in general!

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# Breanna Moody Waldoboro



What if one moment in your life dictated the rest of your life? What if the decision you made could haunt you or bring joy to you for the rest of your life? What if regardless of that decision, your life suddenly became harder? I am a teen mother. I am 19 years old and the mother of a happy and healthy one year old. I am not getting into a debate on abortion, because I made a personal decision. This story is what happened when I made that decision.

Yes, I just said I am a happy mother. Let's go behind the scenes on what it takes to be happy. It just doesn't appear one day, it has to be earned. It takes blood, sweat, and tears, and an enormous amount of work, energy and sleepless nights to get this way. I made the right decision, but everyone needs to know that being a teen parent is harder than you think.

When I found out I was pregnant, I was a junior in high school. All my priorities consisted of getting through the next year and worrying about who I was going to be after high school. But suddenly, all of those worries seemed so small. When I told my mother I was

pregnant, she wouldn't talk to me for days. She didn't look at me, she wouldn't acknowledge that I was in the room anymore or answer me when I was talking. Eventually, I came to realize that my mom's biggest fear was me failing to succeed. Would I be able to do that with a baby?

I had some work to do. I had to prove my mom wrong. I had to prove myself right. More importantly, I had to ensure this precious little human had all of her needs met. I wasn't going to fail my baby. I'm not going to fail my baby. Being a teen parent takes you on a roller coaster ride of emotions. The toll it takes on relationships, family and friends is harder then you can ever believe.

When my daughter was two months old, I found out her father was cheating on me. I remember being so scared and hurt because I thought he wanted to try to be a family as much as I did. I remember him telling me that he didn't choose this and being a dad wasn't what he wanted. He wasn't ready to be a dad so young. I remember crying many nights because I wasn't ready to be a mother at 17 either, but no matter what I had to take responsibility. He made the choice not to stay, and I couldn't make him. I wouldn't have left, but I'm not sure I had a choice.

Something they never admit to you in high school is that nothing stays the same forever. Sometimes change is for the better, and sometimes it will tear you apart, but you can't change it. Being a teen parent is a series of changes, and learning to deal with them is part of growing as a person and a parent.

One of those changes includes responsibility. If you're anything like me as a teen, your mom took you to your doctor's appointments until you were 16 and bought you feminine products because you were too embarrassed. But when my daughter was just two weeks old, she became really sick. Of course, being a new parent I didn't know what to do. I had never had this kind of responsibility before, and all of the sudden it was up me to take care of a little baby that I created. I was beyond scared.

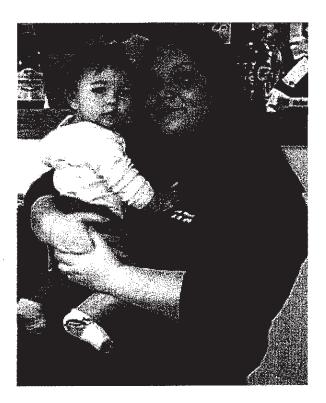
Where were my answers? Where was my support? Where is the easy part of all of this? 1 night in the hospital can change your whole outlook. I needed help. I worked hard to gain the trust and respect back from my family and friends. But being a teen parent is harder than you think, and you don't always have the support you will desire.

I had some work to do. I worked hard at educating myself on how to take care of a child. I had to become responsible to balance work, life and school. I joined Wayfinder Schools in Passages Program, which became a new support system and a path to success. I constantly balance my schedule around being there for my child, providing for my child, and making myself a productive member of society.

Today's discussion isn't a *debate* on teen pregnancy. It's not even a talk about decision making. I'm past that. Today is about thinking. Today is about the emotional toll teen pregnancy has on not just the mother, but the father, family and friends. My child and I will grow to be successful, but it is not going to be easy. If I could give any advice to teens who are sexually active, I would say to think. Think about how your actions not only affect you, but everyone around you. Think about what you are giving up and what you are gaining when your are having unprotected sex. Think about your education and goals, and

what they mean to you. Having a baby is not a burden, nor is it a mistake, but it can be prevented when you are not ready. Because being a teen parent is harder than you think.

Being in the Passages program has been a wonderful experience for me and Hadley. The support is amazing and all of the staff help you to succeed in anyway they can. Before I started this program, I wasn't sure that I could get the education I needed to be successful, but having people behind you to push you and that believe in you really is an amazing thing. This program has helped me become a productive member of society, become a better mother and a better person overall. I have been involved in the Lullaby Project, have attended many workshops and volunteered thought this program, and I am so thankful to be apart of such an amazing experience.



I want to say thank you to my teacher, Erica Gates, and all of the other wonderful staff who have helped me not only reach my goals, but to go above and beyond what I could ever have dreamed. I also want to thank Erica for the help with transportation and being there when I needed someone most.

#### Passage Project: Public Speaking

Breanna worked with a professional public speaker, Tom Dowd, to learn more about what makes effective and memorable speech. She learned about eye contact, gestures, and pacing. Breanna wrote a speech about her experience as a teen parent, emphasizing for teens to think about the consequences before they have unprotected sex. She gave a final presentation, with time for questions and answers, to the class at Zenith Alternative School, in Camden Hills.

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#### Congratulations Class of 2016 WE DID IT!

# Kayla Morris Waldoboro

I became pregnant in March of 2014 and became very sick and uncomfortable around April and that is when I dropped out. Many thought I was foolish for leaving school because I was two months away from graduating, but I was too ill. I had heard about



Passages from a past graduate. I knew at this point in time, it was the only choice I really had to get a diploma and reaching my goals. Let me tell you, It was the BEST decision of my life. It hasn't been the easiest time, but just knowing that I will be receiving my diploma is more than worth it.

After the birth of my son on December 16, 2014, I made the choice to stay home with my son and learn to be a mother. As Wesley started to get older, I believed it was time to go back and work on myself. I didn't start Passages until November of 2015. Fortunately, a lot of my high school credits were transferable and allowed me to be on a faster track for completing Passages. And, let's just say I wouldn't have been able to come this far without the most caring, and supportive teacher. Cindy and I have formed an amazing relationship, without that I wouldn't be able to make it for reasons such as; not having to find

childcare, working around schedules, and if I need to take a day off, I'm able to. Cindy comes to my home once a week, sometimes twice to "hammer down on some work" while still being able to watch my son.

When first starting this Program, I thought it was going to be a breeze. It's not all hard work, yes some of it is, a lot is researching and using your own experiences to answer questions. A difficult part for me was being able to manage my time and get my work finished along with everything else at home that needs to be done. Looking back over my studies, I can say two of my favorite Core Skills were Understanding Abuse and Home Safety. They really made me think. It made me look at my childhood and the experiences I went through and how I can apply that knowledge to my son and be a better mom.

I know standing up in front of my family, I will feel so accomplished and proud that I was able to finally receive my diploma. It may be two years later, but I did it and that's what matters.

#### Passage Project: Mortuary Cosmetology

When starting my Passage, I really didn't even know where to begin. Until brainstorming with my teacher, I came to a conclusion on what I really wanted to do. I had a hard time verbalizing it due to the fact I thought she might think I was crazy! But I finally told her, "I want to become a mortuary cosmetologist." Weird? I know, but my teacher didn't seem to think so. After knowing my topic, it was time to find an expert. Cindy, my teacher found me an expert to talk to about my Passage. His name is Mike Hall. He is the owner and

director of Hall Funeral Homes. I have had two meetings with him to talk about the career.

Key points Mike has suggested I look into are: attending cosmetology school first, go to a local college, like University of Rockland, to get my general studies out of the way and make sure the credits are transferable to whatever college I may choose. After I have accomplished that, he thought it may be a good idea to find someone who is looking for an apprentice so I can find out if mortuary cosmetology is really for me or not. If it is, I

might choose a New York or Massachusetts school to finish the mortuary part of schooling.

Something I have learned while meeting with Mike is that mortuary cosmetology is not so much needed anymore, especially in Maine. Mike said that more people are getting cremated and that southern states or states in the Bible Belt still have large funerals and more

of a ceremony, therefore more need for mortuary cosmetologists. He also mentioned that it's harder to find a mortuary cosmetology job due to most funeral homes are family owned and run. After learning this information I still have the interest in cosmetology, so therefore, I would like to go cosmetology school and then down the road maybe go for the mortuary cosmetology education.

I made a trip to the Aveda Institute, a cosmetology school, and met with the owner Anthony. It was a very good meeting. It looks like I may be able to start in June as long as I am able to get all of my paperwork in before the class is full. Also, I had such a good meeting with him he told me that he would give me a one thousand dollar scholarship. He also believes I am eligible for financial aid, because I have a child he believes I qualify for grants which I will not have to pay back. Whatever is remaining on the bill a loan may be needed. It will cover most of the cost which

is a little under twentythousand dollars. I will learn hair, nails, and makeup. There are four phases that you go through during your schooling.

The first phase is the basics. This is when the students have a class schedule Tuesday through Saturday, nine to four for the first eight weeks. Students will learn hair cutting, styling, perming/

relaxing, and color application including foiling. Students will also cover the areas of the state exam and will get to participate in their first school event.

In phase two students will have class on customer service, learn client consultation, selling retail, skin care including makeup and spa services, waxing, artificial nails. Also they will learn the methods of hair cutting.

In phase three students will get to work and learn from the Paul Mitchell Color



Educator. Everyone loves hair color and this one of the biggest areas of the industry. This phase also includes more classes with other chemical services.

Phase four is all about getting you ready to enter the field and reach your next goal.

Students will have a series of business classes, will learn more about career opportunities and being a salon owner, Maine State laws and rules and a lot of extra advanced classes including hair extensions.

Throughout this Passage, by meeting with my expert, meeting with Anthony from Aveda, and researching through the web about cosmetology the more I really want to become a cosmetologist and go to the Institute for my schooling. I am more than excited to start this journey and move on in my life and do something I love and enjoy doing!

Emily May Perry

Eastport

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At the beginning I was skeptical that I'd have enough time for school, having a baby, finding an apartment and all the other stuff in life to succeed in this program, but once I met with Cora and she explained to me and my fiancé Roger that this program is based around our busy lives and the school work was actually skills you really use in life, we were all for it! We turned in our applications, I met my teacher Fern, and I was a student!

I have been in Passages for about a year and a half. At the beginning I took my time on handing things in and getting Core Skills done, but a few months before the graduation day I saw my fiancé crossing off a couple core skills within a couple days, and saw how easy and fun it actually was. I just wanted to get everything done along with him! (Not to mention I wanted to graduate!) The most important thing to me when it came to completing the Passages Program was being able to graduate with my future husband, but more importantly is being able to say I'm a high school graduate, soon to be college student, a full-time employee and most importantly, Mommy to my son.

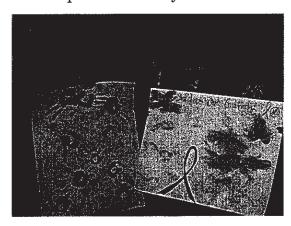
#### Passage Project: MS Awareness Workshop

I had absolutely NO CLUE what I wanted to do for my senior project at first. I am terrible at figuring out one specific topic that I feel strongly about because there's just so many! But one day, fiancé and I sat down and he helped me brainstorm ideas. He said, "Why don't you do something for your mom, to support her suffering from Multiple Sclerosis?" I knew that was what I needed to do.

My mom is my rock, my everything and we're best friends. She really does mean the world to me and any chance I have to show her my appreciation, I will. My team consisted of Fern Hilyard, Ann Brown, Roger Brown, Tasha Jarrett, Diane Hunnewell, and myself. We got together for my proposal meeting and tried to figure out a date, but unfortunately with my busy schedule and others it was complicated.

I had to call Roy Kilby, from the Edmunds church where I had my workshop, and we set a date, but considering my busy schedule of two jobs and a one year old son, getting my final project planned wasn't easy. I ended up having to switch the date within a day and only had a couple hours to figure out who was coming and needed rides. Luckily Fern helped with that part, because I had no idea how to set up a "legal" event!

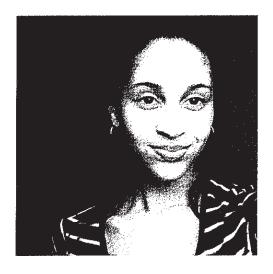
When it came to the day of my final project, my alarm didn't go off and I got there 15 minutes late! I was so embarrassed, but probably not nearly as embarrassed as I should have been! If I could go back I wouldn't be late, but despite that, and not really having much help from a couple of the teammates I chose to work with, it turned out amazing! Together we made cards and posters to show our support for MS awareness and my mom. I was so comfortable with the group of people who showed up and so was my mom!



When I presented the things we made to my

mom, she loved it. It made her so happy to see that someone finally took the time to recognize her and the pain she's going through. All she wants is for people to understand what she's going through. MS is hard to see, but just because you don't see it, doesn't mean it isn't there. That's a huge part of getting to know her, as well as MS.

# Tamara Pinkham



I just wanted to start off by saying Passages is a wonderful program and I loved it. Everyone in the program is so caring and always looking out for you. I thought it was really cool to be in a program where people had a similar situation as me and I wasn't judged. The teachers are amazing, supportive and they always make sure you push yourself and give everything your all. When I first started out in the program I was nervous on how I would do. There would be times when I had wanted to give up and didn't really push myself but then my teacher would remind me that I could do it, and she would make me feel so confident which led to me working as hard as I could.

This was one of the best experiences I've had in my life. I don't know where I would be if I hadn't been in this program. It is truly the best.

I want to say thank you Martha for accepting me into Passages and letting me have an opportunity to meet wonderful new people and to have a second chance for an

education. Thank you Katy for always being honest and helping me realize how hard I could actually work than I thought I could before. You are always so caring and always looking out for me. I'm so happy to have met you. I've only known you for a little over a year, but I have really grown a bond with you and really admire how amazing you are as a teacher and supporter. I'm thankful to have such a caring and generous teacher like you.

Passages is a marvelous program that gives teen moms another

chance for education. They get to meet incredible people and form bonds with teachers and students. I am so happy to say that I have an education thanks to Passages!

#### Passage Project: Poetry

My Passage project was about poetry...I decided I would like to learn the proper ways and techniques that you should use when writing poetry. I chose to work on poetry because I really enjoy writing poetry in my free time and it helps me get out a lot emotions that I hold inside. Doing this project was so amazing and fun. For my Passage I wrote ten different types of poems and worked and edited them with my expert Nick to make them as good as they could be. I took two months with this process because I really had

to explore new things that I had no idea about but it was really interesting and I really enjoyed every step of the way. I learned many new writing forms of poetry that I have never even heard of and new vocabulary that I have never even known before this project so that was really cool to have learned.

I learned a lot about myself too during this project, I had to do things that I would have never seen myself doing a year ago. This project really has helped me grow and realize that if I want things to happen for myself I have to step up and do what I have to do. I am a very closed person

and do not like to talk about how I feel so for me to read aloud my poems to people is a big thing for me but I am glad I did. This was the best project for me to do because it helped me improve my skills on writing poetry but it also had me grow in the process. I had an amazing team also they were all so supportive and helpful through the whole thing. Thank you so much Katy, Martha, Nick, Kit, and Megan for being a part of this experience and being there for me along the way!



# Edna Sabattis Princeton

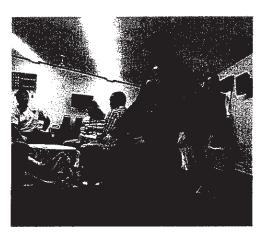


I would like to give a special thanks to Cora Townsend for helping me through this experience and education and the fact that she still continued to teach me when she was retired. Her time spent on me will not be forgotten or wasted. And I am so happy to be standing here today knowing I finally accomplished this task which is only a mere stepping stone for what lays ahead. And my daughter Kyrie also plays a big role in this because without her I would have never pictured going this far in my life let alone having the ambition to do so. This program in so many ways and the faculty are very understanding and friendly which is why I would recommend this program to any one that needed the guidance I did. Thank you.

#### Passage Project: Native American Ceremony

A Passage is supposed to be something big before you graduate and this vision that I had for my Passage meant a lot to me. I came up with this idea when I was on my way to a workshop and a couple of the girls were talking about their Passage. I was jamming to Native tunes in my head and my idea of having a ceremony popped in my head.

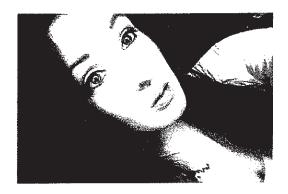
The risks of this idea could have been anything: people not showing up to watch, not being able to get all of the stuff that I needed, and a participant maybe not showing up, and it could've been anything really. I would've loved to have my sister there as well, on Skype or something, because she is and always will be my biggest supporter and closest person to me other than Kyrie, my daughter.



My idea for my Passage was to have a Native American ceremony at the Recreation Center. I would had a drumming group made up of my brother and his friends. While the group was drumming I had my two friends, Diora and Nancy Sockabasin, shawl dance with me.

I did have more ideas but the drummers and the two dancers were really nice. Also my friends brought a shawl for me. It had been awhile since I danced but I remembered. We answered questions from my team. It was amazing and I thank all who helped to make this a time for me to remember.

# Jasmine Storey Mattawamkeag



Dear Passages,

I have had the most amazing experience! When I first joined the program, I was scared and worried. I was welcomed in by two loving women Cora Townsend and Fern Hilyard. They are the best teachers that I have had. They love what they do and they show it with being so caring toward their students and students' children. I made the right decision by joining Passages. I am able to spend all my time with my daughter plus get my school work done. I may have not made all the right choices in my life, but being in Passages was the best choice for my daughter and me.

Love,

A forever grateful student

#### Passage Project: Stories of Teen Mothers

For my Passage, I collected interviews and pictures from teen mothers I met on Instagram and put them in a book that I made using Shutterfly. It was very fun. I enjoyed hearing other mother's stories. It was easy and fun to put the book together. I didn't think it would be that easy to do online. I'm happy the

mothers trusted me enough to let me know their story.

What I didn't like about this project was when I was almost done I was just waiting on two mothers to answer one more question. I had messaged them to remind them that I still had a question to ask, but as time was ticking and I needed to finish the project I had to take their stories out to add others in because they didn't message back in time.

I was inspired that no matter what the hard times are that it's our children that help us through those tough situations in life. I learned that no matter the age of the mother, having her child still turned her life around for the better.

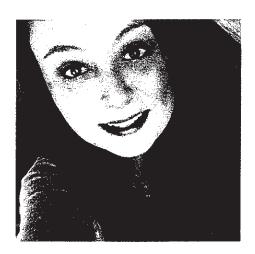
If I could do this project again I would add more questions. They had great answers and were very honest with me. I would do this project again and I just would go deeper into the questions than I did with this project.

When my book finally came in the mail I was filled with excitement. When I opened the package as quickly as I could manage, my first thoughts were that the book I had made looks even better than I had thought it would. It was exciting to finally see my book after so much hard work was

put into it. I have no complaints about the book. I love everything about the book. Seeing the book in person made all the stress go away.



# Shauna Tinker East Machias



When I think of my experience in the Passages program I feel a million different emotions at once. When I first started Passages, I was at a very rough spot in my life, in an abusive relationship and trying to care for a newborn. I knew that I needed to graduate to better the life of my child, I just could never get that motivation I really needed to finish. I quit Passages multiple times while trying to hurdle the obstacles of my life, but the passionate teachers that I had never gave up on me for one second. They pushed and pushed me to succeed and even welcomed me back to the program when I really did not deserve another chance. To look at me now, almost ready to graduate, I am so happy and so proud, but most of all thankful for having such an amazing supportive group of people to help make getting my education possible.

I had a wonderful time in the Passages Program and met some awesome people. I wouldn't take back one minute of this experience, because even the struggles made me stronger. The thing I loved the most about this program was that it taught me real life skills and things that helped me in my life and with my child. I enjoyed how the children are always welcome to be involved in everything we do, and how manageable and convenient they make it for you to finish high school as a parent. My experience in Passages was life changing, challenging, fun, and absolutely amazing. I know that I would not be where I am in my life today if it wasn't for this program. I hope that Passages continues to grow and help young parents graduate for a long time to come.

#### **Passages Project: What Washes Ashore**

My final Passage was a lot of fun to do. I truly challenged myself to make something creative and was successful in doing so. During our beach clean up we picked up one bag of trash off the beach, and other interesting things such as rope, shells, and sea glass. While walking along the path to the beach we found an old window frame behind a run down grocery store that we picked up. Once we got down on the beach we cleaned up a lot of trash filling a full grocery bag. Then we picked up any interesting things we could find such as sea glass, driftwood, pieces of rope, and shells. The beach clean up gave me an opportunity to do something fun with my daughter Allianna while also giving me the chance to explain the importance of keeping our beaches and other environments clean and our wildlife safe. Then walked home with all of our treasures and set everything up outside for me to look at and brainstorm an idea. I didn't have a concrete plan of what I was going to create quite yet. I decided on creating a piece of decor for our home by lightly painting and decorating the old window frame with some of

the things that we found on the beach. I then strung the rope we found across and hung pictures on it using clothes pins. I used a wood burner to burn writing into the frame as well. I absolutely love the way it came out and plan on hanging it somewhere in my new home.

While making this project I felt a little bit nervous wanting it to be just right, until I realized that the whole point of this project was to let that go. So I stopped worrying about everything being straight and perfect and let my personality shine through and that made me feel very happy. It was challenging for me to put my own thoughts aside about what I was creating and to just create it. This is the first time I have actually made something that I absolutely love and am proud of. I feel like that shows how much I have grown in my creativity and helped me to realize that what I make is beautiful because I created it. While doing this project I learned how to use a wood burner and how to sand. I also got to teach Allianna a little bit about pollution and the importance of picking up after ourselves outdoors. This

helped me realize that I do have the will to create beauty and not be so critical of myself. I learned that although I struggle with over analyzing everything I



do, even I can be an ARTIST.

# Cheyenne Ward Union



The Passages Program has been super helpful for me which means a lot. It has allowed me to care for my daughter, my home and myself. It has given me the time to work on school and finish on my own time.

When I joined Passages I had to do a few assignments while applying for the program. I got into the program right before summer. My child's due date was in June. Sapheira was born June 14th, 2013. During the summer I did not work on any school subjects which was probably a bit of a mistake. I missed the chance to do some work without being distracted by her needs, wants for attention and overall it made my workload and my course closings less over time and made me graduate later than I had planned.

If I were to give advice to incoming students, it would be to read as many books while you are pregnant and while your child is still a little infant. When they start crawling around it becomes harder to complete schoolwork, so I suggest do as much as you can while they are immobile.

The one-on-one work relationship with your teacher helps a lot. It helps to make school work plans together and helps with keeping you focused. Sometimes when you have been working very hard to research a topic and you can't find what you need or you just can't do it, your teacher is there to offer help and support. Your teacher will want to know that you have at least tried to do it on your own before giving you too much help.



There are workshops throughout the year, usually 6-7 offered. They are always good because you get out and get in touch with other Passages students and their children. Which is great because your child can interact with the other kids. There were many workshops that I found helpful, fun, or worth doing. I wrote Valentine cards to the elderly each year, last year we also did cards to veterans. This year I attended the First-Aid and New Hope for Women workshops and I found them to be helpful. I went to two infant/ baby massage classes that taught the importance of touch for relaxation especially before nap or bedtime. I like to be creative and some workshops that I found fun were the Lullaby Project and pottery classes. Going to the Coastal Children's Museum was enjoyable too, especially to Sapheira.

#### Passage Project: Art School

I wanted to perform my music at a concert and to overcome my stage fright. Unfortunately, with the time span we had, and not being able to find an expert I had to change my plan.

I decided to research colleges and their application requirements, and to also look into what would be needed for an art portfolio. I want to do what I love for a career, and that is creating art, music, and to be a writer. So far, I have chosen four colleges to learn more about in depth. I have called Full Sail University in Florida and spent 45 minutes with the admissions counselor on the phone. I found that they do not require a portfolio but they certainly appreciate any information sent to them. What is great about Full Sail is that a lot of their program can be done online. I am in the process of also learning about financial aid and what the other three schools have to offer.

I have been able to go to an art gallery and look at different art forms with my expert Martha Kempe. She has also been working with me on practicing my art skills so I can see what will go into a portfolio.

I really wish my first idea for a Passage would have worked out, but I am realizing you have to be able to adapt to change (and that's not easy!).

\*\*\*

# Brittany Wescott Baileyville



The Passages Program
helped me out a lot. It gave
me a second chance and
pushed me to do the right
thing. The teachers gave me
guidance, and if I needed
anything they were there. I
want to thank the teachers
and Martha Kempe for
making this all possible for
me and for giving me that
extra chance. Some people

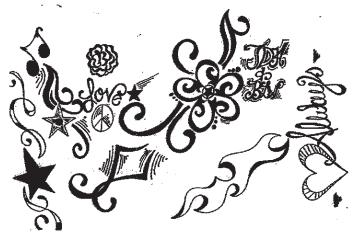
sometimes need a kick in the butt.

#### Passage Project: The Past, Present and Future

My final Passage was about myself. It was about from where I was a few years ago, to where I stand today. I've been through a lot of rough patches, but always seem to get through them. I think we all do, don't we? I made a slideshow with pictures with my son, friends and of me that I presented to my team. I'm happy that I chose to do this project because it gave me reassurance and closure on some things. I also went to a psychic named Vicki Robey and it was amazing. She told me many things that people didn't know about, and things that were not sad, but overwhelming

and joyful at the same time.

She was part of my final project, and let's just say that all my questions were answered. I think her reading along with all the writing I did has helped me move forward.







# Residential Moon of Wayfinder Schools

Graduation Edition | Late Spring 2015

Academic Update

Carrie Braman Lead Teacher and Curriculum Coordinator

Term 77 Personal Passage Projects and Presentations Elisabeth Aroneau, Ian Collins and Carrie Braman

Graduation Speech Excerpts

Joseph Hufnagel

# Academic Update

Carrie Braman Lead Teacher and Curriculum Coordinator

I'm proud to announce that five students from each campus graduated from the Residential Program in wonderful, touching ceremonies. This was a significant achievement, not only because it marked the completion of the entire nine-month program – it's also been an incredibly hectic couple of months around here, with students creating art work at our intercampus sculpture collaboration, performing in front of a packed audience at Dancing with the Local Stars, organizing and volunteering at Walk on Earth Day on our New Gloucester campus, and completing seven-page research papers, among many other things! And, we hosted an inter-campus gam, aka talent show, that was displayed the breadth of our collective skills and creativity! More recently, we participated in a week long, all-crew, final ELE that included a whitewater rafting trip in the Forks and two-night wilderness solos at Cobscook Community Learning Center near Lubec. This was a wonderful way to wrap up the year and reflect on our time together. Finally, students presented their final Personal Passage Projects to the community during the last week of school, which gave us one more opportunity to share the year's worth of learning and growth.

Here are just a few academic highlights from the last quarter of school:

In Diversity and Social Justice classes prior to graduation we explored topics related to environmental racism, including an in-depth study of Hurricane Katrina and its aftermath. As part of this investigation, we finished the "When the Levees Broke" documentary series and read two scholarly articles (one from a primary source). Since our return from New York in March, we've also been focused on the final six-to eight-page college-style research papers in Writing Group. These papers were related, in some way, to questions arrived at while travelling together. The final assignment for American Sign Language was composing an original ABC story, a traditional deaf storytelling technique, which uses the handshapes of the manual alphabet to express narratives. Each student created a translation of an existing ABC story and then drafted their own. For art credit, students spent a good part of the April preparing for and participating in our intercampus sculpture collaboration, RUBBISH, which culminated in an art show in the New Gloucester cow barn. There have been some really wonderful overlaps between themes explored in Diversity, Group Math, and our coursework in Green Initiative.

We completed our all-school water conservation relay race in downtown Camden during the first week in May, which required students to work in teams to lug five gallons of water a significant distance. It also involved designing signs for the race using water stats discussed in group math classes. Prior to the relay race, students kept a running tally of their personal water consumption and shared videos from Water.org about water scarcity issues around the world.



Teachers Elisabeth Aroneau and Carrie Braman lead our intercampus Water Relay in Camden

All of this learning was relevant to our discussion of environmental racism in Diversity, and they were able to use some of their water resources in the source material for their papers about environmental racism. Second semester students earned credit in Reading Group by engaging with an individual works of literature and completing self-directed weekly assignments. They read these books independently until the last week of the school year, and many even brought them on solos so that they could finish the books before graduation. It's my hope that, in so doing, they developed a more personal relationship to literature and reading that will carry through to their post-graduate lives.



Andrea Itkin with Students at their "Becoming the Other" performance

Lastly, it was fun to see the students perform their final "Becoming the Other" short play, which has been an ongoing effort at each campus. The New Gloucester students joined us onstage at the Camden Teen Center, where they "became" Camden students and vice versa. Getting to the moment of performance was no small feat, as it required students to write an autobiographical script with help from Andrea Itkin, their instructor; memorize the lines the other campus had written; and create masks for their counterpart to use on stage.

A wonderful, productive year both academically and residentially!

# Term 77 Personal Passage Projects and Presentations

Elisabeth Aroneau, Ian Collins and Carrie Braman

New Gloucester Summary

Faith created, organized, and participated in a multifaceted performance piece that showcased spoken word, song, poetry, and dance. The show debunked and confronted myths and stereotypes attached to feminism and celebrated a diverse range of powerful and deeply distinct voices.

Shannon organized a dinner and documentary film viewing to raise money for Herring Gut Learning Center, an organization that helped shape Shannon's identity and passion for aquaculture. Guests watched *DamNation*, a film that explores, challenges, and looks closely at the evolution of dams and fish hatcheries in the United States. Shannon spoke in depth about her relationship with Herring Gut, fielded questions, and facilitated the evening.

Fiston's Personal Passage Project was built around his deep sense of gratitude for the key players and diverse communities in his life. He examined his journey from the Democratic Republic of the Congo to the United States through art, food, and written letters. Fiston hosted a dinner and shared his letters of thanks, addressing those who have helped him along the way.

Elijah organized, hosted, and participated in a basketball tournament on the New Gloucester campus. His project involved restoring the campus basketball court and raising funds for Tree Street Youth Center in Lewiston, Maine—an organization that Elijah connected with through his hometown community and our weekly mentoring class.

Ethan created a video and picture collage for his son, Noah. Ethan spoke directly to Noah in each clip, offering different pieces of advice and life lessons. The film culminated in a slideshow that captured Noah's growth over the past year.

#### Camden Summary

The Personal Passage Project is an integral part of our curriculum at Wayfinder Schools. Towards the end of every term, the students embark on an introspective journey through a project they design in partnership with a staff mentor. The hope is that they are able to inspire growth in themselves and reflect on their learning as part of our community. It is difficult to completely encapsulate an entire semesters worth of work in a few sentences but with that said, here are a few snapshots of the projects completed by the Camden Campus students.

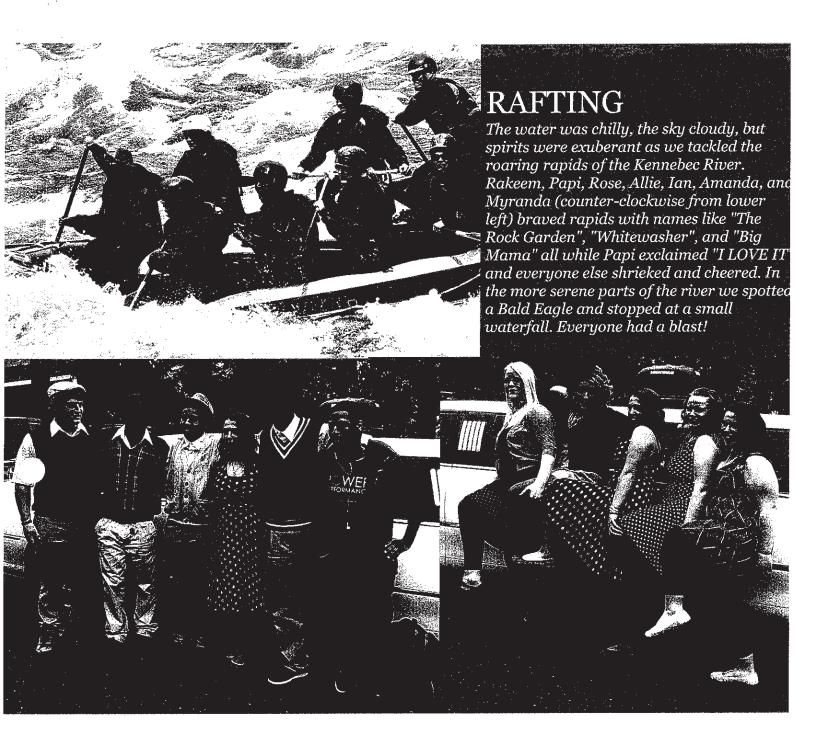
Adopted at an early age, Rose Piscuskas began her year at Wayfinder not knowing her birth mother. With the help of Residential Living Systems Coordinator "House Mom" Cathy Ames-Cruz, Rose navigated the various bureaucratic channels to receive documentation regarding her birthmother and father. Through this highly emotional process, she eventually located and met her biological brother, mother, and grandmother. Rose documented her experience by journaling and gave a presentation reflecting on the many different forms family can take. Rose also learned the importance of living more in the moment and relying less on having a plan to guide her experiences.

Myranda McClure came to school as a self-proclaimed social butterfly. However, the social circles she chose to fly in made it difficult to create genuine relationships with others in our school community. With the help of Residential Overnight Counselor Maureen El-Hajj, Myranda was able to design a yearbook for her Passage Project. As a one-woman yearbook committee, Myranda learned the value of real connection in relationships; holding on to the things that matter, and letting go of the things that don't.

Erika Bramhall's Passage Project changed throughout the semester, largely due to her difficulties in completing an assignment. Working with Residential Overnight Counselor Clifford Barnes III, Erika initially envisioned her project to be a photographic exploration of her relationship with her grandfather. Due to her struggles with completing weekly projects given by Cliff, it quickly became apparent that her project was more about completing an assignment than anything else. She presented a finished portfolio of still photography and edited video, reflecting on our year together, her familial relationships, and her own work ethic.

While Papi Musese speaks several languages, he struggled with encapsulating his emotions and thought in spoken word. A gifted singer and artist, Papi regularly resorted to other means by which to express his feelings. Papi's Passage Project provided a means to reflect on his experiences as a Congolese refugee and immigrant through language. He compiled a collection of viscerally descriptive poetry that he bound in a homemade book. Through this work, supported by Residential Overnight Support Staff Dylan Fowler, Papi learned to better express his feelings through language and dramatically improved his English vocabulary.

Already a talented dancer, Rakeem Sullivan struggled with balancing his pride and insecurity. His Passage Project allowed him to explore different methods of teaching as he instructed his peers in a dance routine to be performed at our annual "Dancing with the Local Stars" fundraiser. Creative Arts Coordinator Alexis Iammarino challenged Rakeem to use humility and acceptance in his dance instruction and personal life. His projected culminated in a performance of his own songwriting, which explored his challenges and growth this year.



Students strike a pose as they make their way to the Opera house in style for Dancing with the Local Starts

# **Graduation Speech Excerpts**

Joseph Hufnagel

It has been another memorable year for us here at Wayfinder Schools. Counting our C-School years, this is Term 77 for us. This is also our fourth year with two residential campuses and our second year of being known as Wayfinder Schools. Fiston, Faith, Elijah, Ethan, and Shannon, Papi, Myranda, Erika, Rose, and Rakeem - all of us are here tonight in honor of you. As of this evening, you will have officially completed your graduation requirements from Wayfinder Schools and successfully earned your high school diplomas. After this ceremony, you will forever be known as high school graduates... For the past nine plus months, you have continuously met and often exceeded expectations. While achieving personal goals, you have consistently demonstrated the goodness and uncommon capacity of your daring hearts...We will miss you tremendously. Personally, I will miss hearing you laugh. I will miss hearing your music. I will miss traveling with you, and watching you support one another through difficult times. I will miss watching you shine as a team...You have been exceptional in your efforts, and it wasn't always easy. In fact, it was actually really challenging at times. But you never gave up. You accepted every challenge and completed each assignment. You rose to the occasion time and again. You learned to believe in yourselves and one another...and now look at you...here you are...sitting up on stage in front of all of these people on the verge of earning your high school diplomas... and you're just getting started... Now it is time for you to shine on... to pass it forward... to go forth and be impressive elsewhere. Please keep it going! Keep contributing positively to your families, friends, and communities. Please keep believing in your ability to keep up - to get through - to succeed - and to excel. Stay strong. Be brave and honest and kind. Show respect. Have fun. Be willing to work hard. Be patient with yourselves and others. Be someone who goes above and beyond and who makes things happen. Be someone who holds doors open for people and says thank you and please. Be someone who lives life with purpose and passion and pride. Be someone. Be extraordinary! Be different! Be brave! Be yourselves!...and remember to press the pause button and reach out for help when things get too heavy or confusing. Remember what you're capable of and what you've proven to yourselves over the course of the last nine months together...



It has been an honor for me to share this particular and unique chapter of life with each of you. You have profoundly impacted my life and I will carry you in my heart with courage and love forever....The concept of "community" remains at the heart of who we are and what we do at Wayfinder Schools, and for this I feel extremely fortunate and grateful...to our incredibly talented and dedicated staff, to my colleagues, to our Board members, donors, volunteers, mentors, service providers, career placement site supervisors, neighbors, family, and friends — I just want to say: Thank you. Thank you.

Thank you. There is simply no way for me to sufficiently thank you all enough for all that you've done for us this year. We clearly could not have accomplished all that we aimed to accomplish this year without the tremendous support we so generously received from all of you...To see this group of students and staff in action is something to behold. I sometimes wish we could send snapshots to the United Nations of us just doing what we do on a daily basis because if the world representatives could see Papi, Cliff, Rose and Cathy in Camden & Fiston, Crystal, Faith and Alex Koch in New Gloucester on some random weekday evening completely absorbed, working passionately together trying to figure out some household chore...If the world could see our students calmly sitting down together and respectfully asking each other for forgiveness and sincerely assuring one another that things are gonna be alright... If the world see Faith and Papi up on stage fearlessly belting out such soulful songs as if it is what they were born to do...If the world could see Rakeem dancing as if no one was watching skillfully spinning pain and heartache into beauty and hope... If the world could see Myranda graciously handing out school year books that she designed as her way of honoring shared memories or Shannon beaming in the sunshine taking photos at the prom that she took the lead to organize... If the world could see Fiston peacefully and purposefully preparing a magnificent feast in honor of his lost sister in Africa...If the world could see Elijah uniting with his brother and former teammates, and the way that dove for that ball with all of his heart... If the world could see Ethan proudly showing off pictures of his son taking his first steps... If the world could have seen us emerging from solo sites and joyfully laughing our way out of the woods together...or witness these incredibly talented and determined educators teaching, counseling, consoling, challenging, enlightening, loving unconditionally, creating opportunities for the students to be creative and to feel proud of their efforts, tirelessly pushing through difficult moments and holding it all down so mightily day after day, night after night, weekend after weekend, shift after shift, working so fluidly together like a real family...If the world could see us going out of our way to connect with people...with elders and children...with other teens and different cultures...with local community members...If the world could see how as a team we eventually learn to speak from our hearts and to each other's spirits...

How after spending enough time getting to know one another *it just so happens* that the way we look and sound and dress eventually stops mattering so much...because we share common values and goals...because we believe that life is better and things are more possible when we put our fears and prejudices aside and make a choice to work together and to honor our strengths and to celebrate our differences and to insist on being about peace and courage and love...Again, if the world could see us doing these things on a daily basis...Who knows?

I like to think that maybe it just might make a difference somewhere...somehow...and if these are the goals that we set for ourselves and if these are the values that we truly represent to one another at Wayfinder Schools then I am extremely proud of what we have been able to accomplish together this year in this tiny little corner of the planet at Wayfinder Schools. **World please take notice!** 



#### Wayfinder College Acceptances, 2010-2015

Bennington College Nichols College

Burlington College Southern Maine Community College

Central Maine Community College Unity College

College of The Atlantic University of Maine

Colgate College University of Maine at Augusta

Dean College University of Maine at Farmington

Earlham College University of Maine at Fort Kent

Eastern Maine Community College University of Maine/Hutchinson Center

Emerson College University of Maine at Machias

Evergreen State College University of Maine at Presque Isle

Kaplan University University of Maine/Rockland

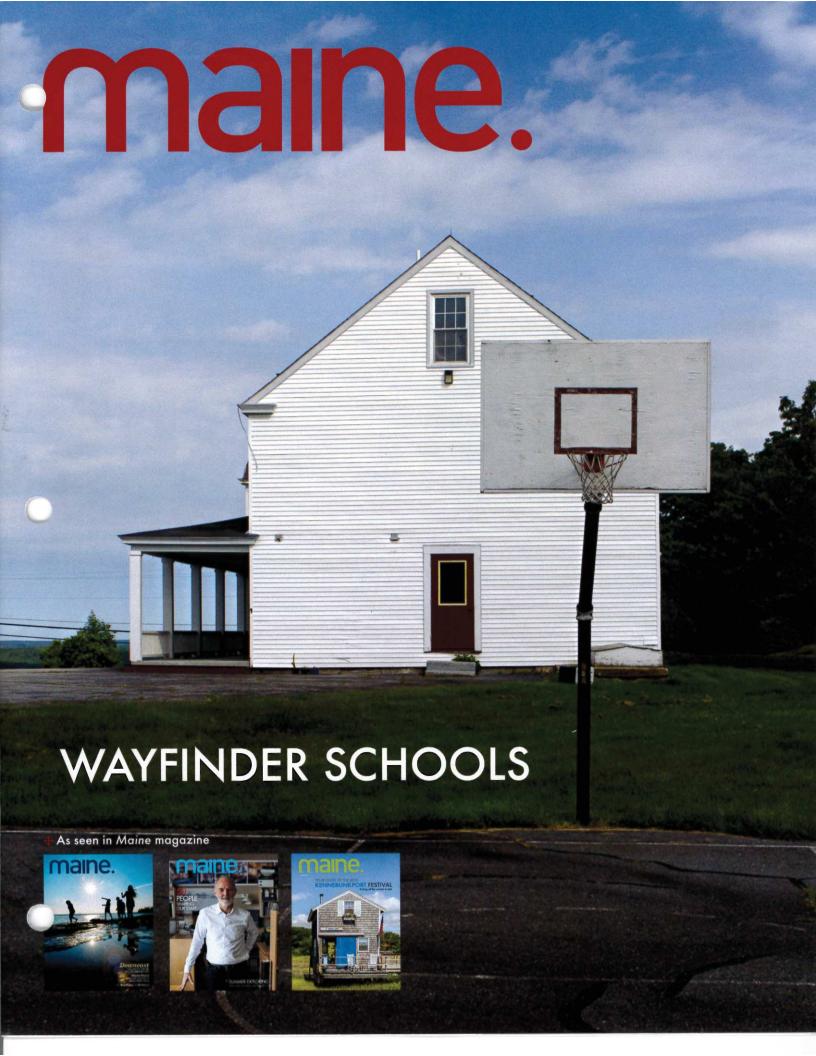
Maine College of Art University of New England

Maine Maritime Academy

University of Southern Maine

Manchester Community College Warren Wilson College

New England College Washington County Community College





What is Wayfinder...



Hope, Encouragement, Change

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as seen in August 2012 issue of Maine magazine

as seen in June 2016 issue of Maine magazine

# SHAPING OUR STATE

Photographs by Greta Rybus

In 2013, we published our first list of 50 Mainers who have made a difference in our state. This feature story gathered together an assortment of bold thinkers and generous spirits, people who have contributed to their communities in deep and lasting ways. While we remain proud of our inaugural list, we knew that it was far from comprehensive. There are many more remarkable individuals living and working in Maine. Many more to learn from and be inspired by. Many more to honor and thank. Here, we celebrate a fraction of that illustrious population, those who are moving Maine forward through their innovative business practices, commitment to purpose-driven education, lifelong support of the arts, and groundbreaking medical research. We highlight philanthropists who have spent decades improving the inner workings of nonprofits, doctors who have found new ways to combat childhood obesity, and CEOs who are striving to create safer and more community-minded workplaces. We present to you 50 people who have changed our world, improved our lives, and broadened our horizons.

# **DOROTHY FOOTE**

If she could, Dr. Dorothy Foote would put a diploma in the hands of every teenager in Maine. She would also show them how to put it to use in the community. Foote is the CEO and Head of Schools at Wayfinder Schools, an alternative high school that provides a progressive education to youth who have struggled in traditional school settings. Foote started her career as a banker, but after caring for her brother, who died of HIV, she founded the Diversity Coalition, an after-school social justice program that encouraged teens to be active and implement changes in their community. "Adolescence is the time to awaken a social justice consciousness," says Foote. "It's an amazing time for students to wake up and engage with their learning and their world through emotions, intellect, and social learning." Her passion for education and inspiring teens led her to obtain her Ph.D. in Psychology and Education. Foote

co-founded The Restorative Justice Institute of Maine and also serves as the Chair of The Commissioner's Advisory Committee on Truancy, Dropout and Alternative Education. In 2008, Foote took the helm at Wayfinder Schools and has since seen it grow to serve over 70 students throughout Maine. According to Foote, the schools are "quickly gaining recognition as a viable new model for reducing high school drop out." Foote believes that empowering adolescents to see their strengths and give them motivation will, in the end, help the entire state. "We are a kind and beautiful state with tremendous natural resources and tremendous potential for young people." She adds, "All students should have equal access to a high quality education. Economically, politically, socially, we're all impacted when one student isn't able to graduate. We need our young people to graduate, and we need them to stay here."



# You Belong: The Pragmatic Vision of Dr. Dorothy Foote

She exudes competence, grace, wisdom. She is an academic, a teacher, an administrator. And her life's dream is to get the teenagers of Maine through high school. All of them.

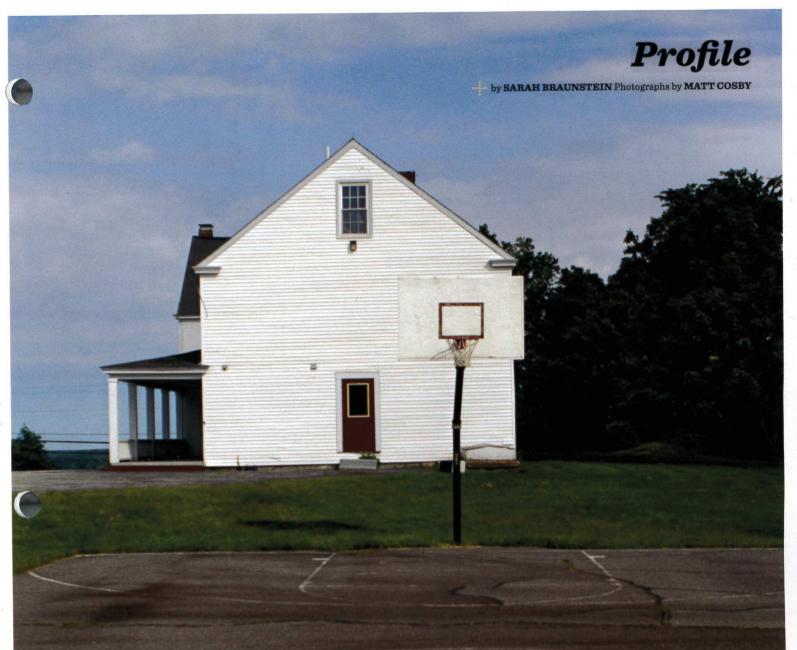








Right: A place to gather. learn, and play: the **Community Schools' bucolic New Glouces**ter campus.



## It's graduation season at the Community Schools,

and, like graduates everywhere, the students are putting together their superlative lists: Most Likely to Create World Peace, Most Likely to Hike in Heels, etc. This year, they decide to present a special plaque to Dr. Dorothy Foote, the school's executive director. It says this: Most Likely to Do Anything to Help You Succeed.

I meet Foote at a Portland coffee shop on a drizzly late-May morning. As we settle in, I can't help notice how striking she is. With her high cheekbones and dark hair, she is unmistakably handsome. But it's more than that—she is composed, calm, and in control of her body. This observation is not incidental. It turns out that bodily empowerment will be a reoccurring theme of our conversation.

The first thing Foote tells me is that she was a girl who benefited from Title IX, the landmark legislation that changed the lives of so many who came of age in the 1970s. To wit:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..."

In Foote's case, this legislation brought her to the ski slopes as a teenager (she was a competitive alpine racer), took her to college (she was the first female in her family to graduate), and gave her a new sense of control over her body. It's not an exaggeration to say that this law, and the ideology it promoted, inspired Foote's life to come.

"Growing up, I found girls had few options," she tells me. "You could be a good girl, bad girl, housewife, mother. If you look at successful women, oftentimes they were athletes as younger women. Skiing was a key component for me. I thought: if I can do that, I can do other things. I can go to college, to graduate school..."

Foote is a woman who sees her life in context, who connects larger social and cultural trends to her own experiences. I find it admirable, even brave, this willingness to acknowledge that factors beyond one's control contribute to one's achievement in life. So many adopt a pull-yourself-up-by-the-bootstraps narrative, or cite the sheer power of individual talent or intellect, to account for unprecedented success. Not Foote, She wants people to know a series of "aberrant events"—many unplanned—brought her to where she is today.



Although she studied liberal arts, the first job she found after college was in banking. In 1983, Foote became the only female loan officer at Camden National Bank, where she found herself questioning the status quo. "As a banker, I started to wonder: Why are all the women tellers? Where are my colleagues here? I started thinking through a social justice lens, thinking about the women customers across my desk, wondering why they didn't have checking accounts, why they didn't have power over their own very important financial lives."

If Title IX enlarged possibility, and if her experience in banking kindled a passion for social justice, a family tragedy proved equally defining. In the mid-1980s, Foote's brother was diagnosed with HIV, and he died of AIDS in 1992. While a loan officer, Foote also cared for her brother, fundraised for AIDS awareness and research, and worked as a home hospice volunteer.

"I saw the life and loneliness of HIV/AIDS," she says. "I saw my brother disempowered as a gay man. In the end, I could no longer be a banker. I had to do something on the other side of the desk."

At this point, now a mother to three children, Toote took a huge personal and professional risk: she left banking and began an afterschool program, the Diversity Coalition, at Camden Hills Regional High School. Foote facilitated discussions about HIV/AIDS, harassment, and discrimination in all its forms. She brought in speakers, showed films, and developed programming on such topics as the complexities of sexuality and methods of deconstructing culture. It was a free program between three and six in the afternoon, the period when adolescents are most likely to get into trouble. She stayed on for a decade.

During this period, Foote was a student herself. She returned to the University of Maine, earning a master's degree in 2002 and a PhD in education and psychology in 2006. Armed with these credentials, and fueled by her aversion to injustice and a growing interest in adolescent education, it was time for something new.

Then Dorothy Foote found her way to the Community School.

Why this place? Because thousands of Maine high school students drop out of school each wear. Because, Foote explains, "These kids ome from difficult lives, but they're perfectly capable of learning. We know that with positive supports, with strengths-based work, everyone can learn."

Since 1970, the Community School has provided alternative residential education to adolescents who might otherwise fall through the cracks: teen parents, homeless kids, substance abusers, dropouts, and those for whom the traditional education system simply doesn't work. At the helm, Foote updated the curriculum and initiated restorative-justice practices: rather than winding up in juvenile development centers, adolescents in trouble with the law can come to the school to live, learn, and effect change in their own and other people's lives. According to the Restorative Justice Project, "This approach recognizes the importance of strengthening student connectedness to teachers, peers, and schools, through relationship and community-building, and through restorative, rather than punitive, approaches to discipline."

"You belong in school. You belong in our society with a high school diploma. We're going to help put the supports in place to help you belong."

Foote puts it like this: "It's all about pulling people back into relationship, pulling dropouts and struggling youth back into school, back into community. We say to them: 'You belong in school. You belong in our society with a high school diploma. We're going to help put the supports in place to help you belong.' We know it doesn't work to punish, exclude, and isolate."

In July of 2011, under the leadership of Foote's team, the Community School merged with Opportunity Farm, a group home in New Gloucester, to create the Community Schools at Opportunity Farm and Camden. "We added a school component to the group home, creating a safe place for kids to learn," Foote says. She helped transform the program into a progressive, diploma-conferring school.

Because, at the end of the day, getting diplomas into kids' hands is what Foote does. She wants to do more of it, to reach more kids in more of Maine, but she's still trying to figure how to get it done. Such ambitions are never easy, and the one-on-one educational model is costly.

When I ask, "What scares you?" (because it's hard to imagine that anything really does), Foote thinks, then frowns. For a moment I expect her to say, "Nothing at all!" But candor beats bluster in a person like Foote. "Well, I'm always worried about funding," she admits. "These kids need support. We need to raise a lot of this money." To keep operating, to keep developing programming and reaching students, Foote needs individuals "to realize the urgency and passion with me, to really meet these kids."

The school's success stories make me understand Foote's urgency. They help me understand her call to action, and her fear that resources won't meet demand. So much, after all, is at stake for these kids.

Take Nick. He arrived three years ago from a juvenile development center, a Wabanaki child who struggled with family disruption, racism, and substance use. At the Community Schools, he learned the value of keeping his system clean, and gained tools for doing it. Now, entering his second year of college, he wants "to feed that same knowledge to young people," Foote reports. He is training to become a physical education and health teacher.

Or take C.C. She left high school in part because of her struggles to read. She found her way to the Community School, worked hard, got a job, and, this year, returned to the school as an Americorp VISTA—a volunteer in service to America. Recently she visited Lewiston High School as an ambassador for the Community Schools. She spoke with a handful of at-risk kids about her own path, about what the Community Schools gave her, and what it might give them.

Foote recalls how proud she felt of C.C. during this meeting. She recalls how articulate she was, how vibrant, how she looked these kids straight in the eye. C.C. had been there once, where they were. Now she was somewhere else entirely.

I wonder about those kids, in Lewiston and elsewhere, who haven't yet been reached. Will they change course? Will they find a home where their strengths are valued, their stories honored? Where they can, quite simply, belong?

Dorothy Foote says, unequivocally, yes.

From skier to banker to activist to educator to administrator, Foote has always lived on the cutting edge. Now her work is about bringing kids off the edge. One at a time.

And, as her graduates attest, she'll do whatever it takes. +

thecommunityschool.org



Aspen groves are easiest to spot in the fall, when their leaves change from grass green to lemon yellow and then to tawny brown. Often, these groves change all at once, for though on the surface they appear to be singular trees—a forest made of individual organisms—in truth they are one. Underground, a system of roots connects them, twining together in the dark of the soil.

We often talk as though we were trees: we say that we're putting down roots or we're reaching for the sky. But if people are trees, then I prefer to think that we are aspen groves rather than our state-endorsed pine. In Maine, we are all connected. It may not be immediately obvious, but below the surface our lives intertwine. A positive change, like the coming of spring, can sweep through us together. Uplifting one, uplifting all.

But the same can be true of negative forces. Cancer, for instance, is a disease with "long arms," in the words of Julie Marchese, founder of Tri for a Cure. "We've all been touched by cancer, and once you are, it's impossible to forget. It's a huge, life-changing event that effects everyone surrounding it." Cancer can blaze through a body and then through the community, hurting first the people diagnosed and later their loved ones, coworkers, friends, and families. In the face of something so powerful, it's not uncommon to feel impotent and small.

"One in four Mainers will be diagnosed with cancer at some point in their lifetime," says Cullen McGough, communications director for the Maine Cancer Foundation. Tri for a Cure is the organization's largest fundraising event and a huge boon to the organization. Last year, the one-day race brought in over 1.5 million dollars, which was funneled into cancer research and patient care. "When most people find out that a loved one has cancer, they want to act. They want to grab something by the throat and shake it, but they can't. It leaves



Dot Foote stands in the garden at the Wayfinder Schools campus in New Gloucester.

people feeling at a loss and disempowered," says McGough. "What Tri for a Cure does is give people a chance to be proactive and positive about this big scary thing that has entered their lives."

Like many people reading this, my life has been changed by cancer. My fiancé is currently recovering from lymphoma. I know how weak you can feel in the face of illness. I know how misery spreads, hopping from one person to the next. I also know how much community matters. When something horrible happens—whether it's cancer or a car accident—we need those around us to lift us up. In Maine, a state where people are geographically scattered and have "a lot of time but not a lot of money," as McGough puts it, we need to rely on each other. "Eventually that ice storm is

going to hit," says McGough. "The winter blizzard will come, and you'll need your neighbors. There's a strong spirit of selfreliance in our state, but also of community reliance. Very few of us are truly an island."

If we can't be islands, then let's instead be aspens. There's nothing that combats the feeling of smallness quite like getting in touch with the larger community. Giving back can sound like a trite phrase, but it's used frequently for a reason. It captures the numerous ways that we can help others, whether it is through donating money, skills, or just plain old elbow grease. For many nonprofits and charitable organizations, volunteers are the glue that holds it all together.



Dot Foote's office is located in an old white building surrounded by the rolling hills of New Gloucester. The Wayfinder Schools campus is beautiful in a way that many high schools, with their industrial brick buildings and manicured lawns, are not. These superficial differences are not the only thing that sets Wayfinder apart from your average high school. This unique nonprofit organization is dedicated to helping high school dropouts return to school and earn their degrees. This may sound like a singular problem, specific to only the students from Wayfinder, but Foote explains that this is not the case. "When an individual can't get their high school diploma, it becomes a public health issue," she says. "When someone doesn't graduate high school, they are not very likely to go on to post-secondary education. Their physical health is oftentimes challenged because they're not likely to have a primary care physician or a dentist.

They are more likely to live in poverty." Furthermore, they are less likely to find steady employment. They are more likely to break the law or to end up incarcerated.

Foote knows better than most how challenging it can be to run a nonprofit in Maine. Wayfinder Schools runs two programs: a residential program on its New Gloucester campus, and a program that sends teachers into the homes of teen parents in Maine to help them achieve the "significant marker of adulthood" that comes with a diploma. Much of the work requires trained teachers with backgrounds in social justice and the specialized skills necessary for working with an underserviced and often disparaged group. However, Wayfinder also uses volunteers—everyday people like you and me-to help with fundraising events and other special projects. "We have to do a dance with our dollars and our resources," she says. "We have to be extremely creative with our money and stretch it as far as we can." Fortunately, fellow nonprofits

understand the intricate balancing act required by a constrictive budget and are happy to step up and support the efforts of fellow organizations. "Oftentimes, we are able to accomplish our goals by bartering and sharing with others in the nonprofit community," she reveals. "For instance, the Circus Conservatory recently came to our school and taught our residential students new ways of moving their bodies. In exchange, they used our campus and lived here for a time." Other nonprofits that have worked with Wayfinder Schools include the Telling Room (which provided writing support), 317 Main (which brought music to the campus), and the YMCA (which allowed students to use its facilities for \$5 per month).

Wayfinder Schools also benefits from the support of local businesses, including Maine Media Collective (publisher of this very magazine). Kevin Thomas, president of Maine Media Collective, says that nonprofit involvement was built into his business plan from the very start. "In







"Often, people want to do something to help, but they don't know how to start or how to connect with an organization that is doing work they are interested in," says Jan Kearce of Lift360. "One of the things we try to do here is to teach them and provide a menu of opportunities for community engagement." Kevin Thomas, founder of Maine Media Collective, says that he has truly enjoyed working with nonprofits over the years. "The work they do is so intentional," he says. "Many of these workers, volunteers, and board members aren't paid at all. For them to make a specific choice to use their time for the benefit of others is incredibly significant."

the early days of MMC, people like Julie Marchese would come to me, people whom I knew from different aspects of my life, and they would talk about their nonprofits," he recalls. "It struck me right away that we could do more for them than many media partners—that we could really help. That intrigued me, because I knew that if I was going to be in business in Maine, there was a responsibility to give back to the community." Instead of just trading ad space for logos, Thomas decided he wanted to get his entire staff involved, encouraging his employees to attend nonprofit events, volunteer, and use the various publishing platforms to raise awareness about the issues facing Mainers in their midst. "We want to be involved in an energetic way," he says. It's about more than just donating funds; "It's about showing up."

While researching this article, it struck me that "showing up" was another way of saying "leaning in," a CEO-popularized phrase that Foote uses frequently to describe the altruistically oriented lifestyle. For Foote, "leaning in" encompasses many healthy behaviors: "It's a posture. It's close listening. It means caring deeply about the dynamics of your relationships as well as the bigger picture of community health. It's about helping one another out." A few minutes later, she circles back to the question and says, "Leaning in means staying within the joy of a relationship. It's about staying even when it's difficult."

Similarly, "showing up" is about being present and aware of the people around you. It's about being open and willing to give whatever you can, and to listen to others. A good community member is someone who leans into her relationships, embracing the good and the bad. It's someone who shows up when she is needed.

Unfortunately, while Mainers can be very community oriented, some nonprofit leaders have noticed a disturbing shift away from these values. According to the Maine Commission for Community Service, Maine once was sixth in the nation when it

"Leaning in means staying within the joy of a relationship. It's about staying even when it's difficult."

Pilot Scott Blake and flight nurse Brad Boehringer walk toward one of LifeFlight's helicopters. LifeFlight provides emergency care and airlifts to people throughout Maine. CENTRAL MAINE HEAL EASTERN MAINE HEALT came to volunteer hours, but that number has slipped. "We have one of the lowest per capita giving rates in the country," notes Jan Kearce of Lift360, a Portland-based organization that works to train and identify future leaders in the community. "Fortunately, we make up for our low giving rates by giving time rather than funds. If we think about what's necessary these days in order for both nonprofits and folks who are involved in delivering in a social mission, volunteerism is critical."

Maryalice Crofton, executive director of the Maine Commission for Community Service, says that the decline of volunteerism is something their organization seeks to address. "While we are still twelfth in the nation for volunteerism, we have slipped in the last 10 years. The average number of hours per volunteer has declined by almost 10 hours. This can have a tremendous impact on the number of available hours of support for achieving vital missions," she explains. "Add to this mix the changing demographics in our state-younger volunteers tend to want volunteer assignments with a clear beginning and end, like a project or an event, as well as flexible scheduling. Does this mean we will have to rethink the way we use volunteers? We think so." To combat this, the MCCS is hosting Train the Trainer sessions designed to help Maine catch up with more cutting-edge volunteer practices. They want to make volunteering more easy, attractive, and most importantly, more common.

The relationship between organizations that serve the community and the community itself is a symbiotic one. These nonprofits help others, but they need help to do so. In a time when people are increasingly disconnected from neighbors, how do we encourage local involvement?

The answer was the same, no matter with whom I spoke: we need to share stories. Awareness of an issue is the first step in mobilizing volunteers, but it's not enough to simply be aware that there's a problem. Most people need to feel an emotional connection. "Intellectually, people might know that the work of these organizations is important. But how can we make them feel that?" asks Julie Marchese. The question is rhetorical. "We need to give both numbers and narratives," she says. At Tri for a Cure, Marchese seeks to combine

"A positive change, like the coming of spring, can sweep through us together. Uplifting one, uplifting all."

research and data with compelling stories that will engage listeners. Often, these stories center around the organization's achievements. "[Prospective volunteers] need to know how the work of nonprofits affects people on a deep level. The data show that in order to get people to engage and give, we need to give people the narrative. They need the story behind it, in addition to the hard facts." And this tactic works. When asked what led him to become involved with so many nonprofits on a professional level, Thomas replies simply: "I was intrigued by the stories." He goes on to recall the first time he met John Woods of Share Our Strength Maine (Maine Media Collective's charitable partner for the annual Kennebunkport Festival). "It was absolutely clear how committed he was to ending childhood hunger. It was impossible for me to say no to him. I had to help in whatever way I

Not only do these stories bring people in, they also create new communities of survivors, volunteers, and friends. LifeFlight of Maine, an organization that provides emergency airlifts to patients in critical condition, makes a point of staying in contact with its patients. "We try to create a community around LifeFlight where people feel engaged, as though they are a part of something larger," says Melissa Arndt, communications director at LifeFlight. She says that most people have very happy and positive associations with LifeFlight, although the actual day they were lifted was likely to have been "difficult and intense, sometimes the worst day of their lives."

"By nature, people who go through something so difficult want to reach out

and make connections with others who understand what they went through," says Arndt. "It's a natural thing to want to come together around an issue that impacted your life. Most people don't want to just write a check at home. They want to take part in an event, to be around others who share their experiences." In this way, an event can be very important not only on the fundraising front, but also for the people it serves. It creates a space where stories can be shared, compassion can be given and received, and meaningful relationships can form.

"In life, you have to look for the good," says Marchese. "That's why people come to Tri for a Cure. Because the day feels like a celebration. It's not about the race, exactly. It's about raising money for a cause and cheering everyone on. It's about being rewarded for your efforts." Handing out cups of water or waving a flag to direct runners may not sound like a significant act, but come race day, it certainly feels like it. For the volunteers at Tri for a Cure-or the volunteers who raise money for LifeFlight, or awareness for Wayfinder Schools, or funds for Share Our Strengthit's not about effecting immediate change. It's about being a part of something larger, something even more powerful than the long grasping arms and cruel reach of misfortune. It's about fighting as one, growing as one, and stretching hopefully towards the sky. +



What is Wayfinder...



Trust, Confidence, Success

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## THE WAYFINDER SCHOOLS

Accounting Procedures and Internal Controls Practices

**AUGUST 11, 2016** 

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## INTRODUCTION

Effective accounting procedures and strong internal controls are vital to the security of the organization's assets, and ensure reliable financial reporting necessary for both effective management decisions and donor confidence.

The information is this manual is organized by accounting function. For each function, the manual describes best practice procedures and internal controls, and then indicates the staff position(s) responsible for carrying out the procedures and controls at Wayfinder Schools ("Wayfinder").

Currently, Wayfinder has operations in three primary locations: New Gloucester ("NG"), Camden ("C"), and Machias/Washington County ("WC"). As needed for clarification, in the pages that follow, the abbreviations are used to denote a specific physical location.

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## **CASH RECEIPTS**

- Mail is opened by individuals not responsible for entering cash related transactions in the accounting system (NG: Development and Communications Coordinator or Development Manager; C: Admissions Coordinator or Passages Program Director; WC: Passages Teacher). Bank statements are given unopened to Chief Operating Officer ("COO") for review before being given to Accounting Assistant to make bank transaction entries (interest, fees, etc.). COO accesses online accounts to monitor activity on a regular basis.
- 2. The individual opening the mail does the following: Immediately stamp checks received "For Deposit Only" including applicable bank account number. Make an electronic copy of the checks for the individual responsible for recording cash receipts in the accounting system (matching to invoices). Record check information and amounts in the Daily Cash Receipts Log, attach the copies, and then secure (lock up) checks until deposited (daily deposits are recommended, if possible).
- 3. Office Manager prepares the bank deposit for checks received and agrees the deposit total to the Daily Cash Receipts Log. Office Manager processes the deposit using the remote deposit scanner, prints and agrees the bank receipt, creates a new record in the Daily Deposit Reports Log, and attaches the receipt to the log. (COO performs these actions in the absence of Office Manager.)
- 4. Accounting Manager identifies remittance exceptions for prompt follow-up and resolution. Common remittance exceptions might include: unidentified remittances, advance payments, overpayments and small dollar differences.
- 5. All inter-account bank transfers must be approved in writing by Head of Schools, and written documentation of approval filed in the bank reconciliation folder. COO executes the transfer.
- 6. COO and Accounting Manager regularly monitor available cash balances (e.g. daily on-line review) to identify inappropriate activity. Regular cash flow projections are used to ensure adequacy of funds.
- 7. COO and Accounting Manager identify excess available cash for possible investment, capital improvements, tax liability, additional loan payments, retirement and other funding needs.

## **ACCOUNTS RECEIVABLE**

- 1. Invoice requests must be reviewed and approved by COO. Accounting Manager maintains copies of invoice requests and customer contracts in customer files.
- 2. Accounting Assistant creates invoices in the accounting system and mails invoices to customers with relevant support, as needed, based on completed work/deliverables or in accordance with terms of contract.
- 3. If invoices are created for work/deliverables that were completed in a prior or future accounting period, Accounting Manager records accrued and deferred revenue.
- 4. COO and Accounting Manager review the AR Aging Report monthly. Accounting Manager follows up on unpaid invoices in a timely manner.
- 5. Head of Schools or COO must approve in writing all write-offs, write-downs and customer credits. Accounting Manager maintains copies of approvals in the customer file and directs Accounting Assistant to record the related journal entries in the accounting system. Information about write-off activity is provided periodically to Board of Directors or other managing body.
- 6. COO and Accounting Manager regularly review revenue variances to budget and prior year in order to identify and correct irregularities and errors.
- 7. Accounting Assistant reconciles the Accounts Receivable sub-ledger to the General Ledger on a monthly basis and explains or corrects differences. Accounting Manager reviews the reconciliation.

## **PURCHASES**

- 1. Wayfinder Schools has an "Ethical Buying Practices" policy and incorporates it into employee training and human resource manuals.
- COO or Head of Schools approves all vendor additions or modifications. COO maintains an approved vendor list and documents approval of new vendors added to the list. Accounting Assistant mails W-9 form to any new vendor that might be subject to 1099 filing requirements and ensures a copy of completed W-9 is maintained in vendor file.
- 3. Accounting policies require pre-approval of purchases (e.g. purchase order system, signed contracts) using approver thresholds, for all purchases over \$500. Approver of purchase order/contract should be someone other than the individuals responsible for receiving the order and recording the disbursement/payment.
- 4. Follow competitive bidding policies where appropriate, taking into consideration the dollar amount of purchase.
- 5. Accounting staff follows established policies for use of company credit cards and limit their distribution and use. Credit cards are not shared, but assigned to specific individuals. Original itemized receipts (not photocopies) are required for all credit card transactions. In the event an employee cannot produce a receipt, a Lost Receipt form should be completed and signed by the employee and approved by an appropriate member of management (employee's Supervisor or COO). Use of Lost Receipt forms should be monitored and limited. Single combined corporate credit card statements including all employee activity facilitates accurate monitoring and review.
- 6. All purchases should be made with check, cash, EFT or credit card.

### **ACCOUNTS PAYABLE**

## For Bills that require Purchase Orders (in accordance with company accounting policies)

Invoices are either received via mail or emailed to the accounting email address (accounting@wavfinderschools.org). Mailed invoices are processed and scanned to the accounting email address by the Office Manager. Electronic invoices delivered to the accounting email address are processed by the Accounting Assistant and transferred to an online payments workflow solution (Bill.com) for processing.

- 1. Office Manager opens and reviews vendor bill, scans to accounting email address.
- Receiver ensures receipt of items/services ordered (e.g. packing slip), inspects items and signs documentation.
  Once inspection is completed, forward signed documentation to accounting email. Accounting Assistant matches bill to approved purchase order (units, rate, amount, description), reviews signed documentation from receiver, checks mathematical accuracy of bill.
- 3. If new vendor, and if not already done as part of purchase order process, Office Manager sends new vendor approval form to COO to approve. When approved, COO adds vendor to approved vendor list. Accounting Assistant mails W-9 form to any new vendor that might be subject to 1099 filing requirements and ensures copy of completed W-9 is maintained in vendor file. W-9, if required, shall be received prior to payment being remitted.
- 4. Enter bill into accounting system using coding indicated on purchase order.
- 5. Once bill is entered into accounting system it is sent to the COO for approval. Once the COO has approved the bill, it is routed to the Head of Schools for approval. If the bill is over \$5,000, it is routed to the Board Treasurer for approval.
- 6. Once all required parties have approved the bill, the Accounting Manager pays them as they are due.
- 7. If bill relates to purchases or services performed in a prior or future accounting period, the Accounting Assistant makes a copy for the Accounting Manager for recording accruals and prepaid expenses.
- 8. Accounting Manager reviews vendor aging report and open purchase orders report monthly to identify missed bills, incorrectly entered bills and other potential errors.
- 9. Expense variances to budget and prior year should be reviewed by the COO on a regular basis in order to identify and correct irregularities and errors.
- Accounting Manager reconciles Accounts Payable Sub-ledger to the General Ledger on a monthly basis and differences explained/corrected.

## ACCOUNTS PAYABLE - CONTINUED

## For Bills that do not require Purchase Orders (in accordance with company accounting policies)

- 1. Office Manager opens and reviews vendor bill, scans to accounting email address.
- 2. Office Manager ensures vendor is on approved vendor list.
- 3. If new vendor, Office Manager sends new vendor approval form to COO to approve. Once approved, COO adds vendor to approved vendor list. Accounting Assistant mails W-9 form to any new vendor that might be subject to 1099 filing requirements and ensures copy of completed W-9 is maintained in vendor file. W-9, if required, shall be received prior to payment being remitted
- 4. Office Manager/receiver ensures receipt of items/services ordered (e.g. packing slip), inspects items and signs documentation. Once inspection is completed, forward signed documentation to accounting email. Office Manager to check mathematical accuracy of bill and reasonableness of amount and forward bill to individual authorized to approve and code with General Ledger account number and Class.
- 5. Once approved and coded, Accounting Assistant enters bill into accounting system.
- 6. Once bill is entered into accounting system, it is sent to the COO for approval. Once the COO has approved the bill, it is routed to the Head of Schools for approval. If the bill is over \$5,000, it is routed to the Board Treasurer for approval.
- 7. If bill relates to purchases or services performed in a prior or future accounting period, Accounting Assistant makes a copy for the Accounting Manager for recording accruals and prepaid expenses.
- 8. Accounting Manager reviews vendor aging report monthly to identify missed bills, incorrectly entered bills and other potential errors.
- 9. Expense variances to budget and prior year should be reviewed by COO on a regular basis in order to identify and correct irregularities and errors.
- Accounting Manager reconciles Accounts Payable Sub-ledger to the General Ledger on a monthly basis and differences explained/corrected.

## ACCOUNTS PAYABLE - CONTINUED

### For Credit Card Bills (also see Purchases "Item 5.")

- 1. Office Manager opens and reviews original credit card statement. Statements should be opened and reviewed by an individual other than the card-holder (no photocopies). Check mathematical accuracy and reasonableness of amount.
- 2. Office Manager to match itemized receipts from employees to each charge on the statement.
- 3. In the event an employee cannot produce a receipt, a Lost Receipt form should be completed and signed by the employee card holder and approved by the Head of Schools or COO. Office Manager to ensure COO approved Lost Receipt form is included with credit card statement supporting documents.
- 4. Office Manager to code charges on credit card statement.
- 5. Once coded, every employee's <u>original\_credit</u> card statement (no photocopies) should be reviewed and approved by COO.
- 6. Accounting Assistant enters approved and coded charges into the accounts payable system.
- 7. Once bill is entered into accounting system, it is sent to the COO for approval. Once the COO has approved the bill, it is routed to the Head of Schools for approval. If the bill is over \$5,000, it is routed to the Board Treasurer for approval.
- 8. If a charge relates to purchases or services performed in a prior or future accounting period, Accounting Assistant makes a copy for the Accounting Manager for reviewing accruals and prepaid expenses.
- 9. Accounting Manager to review vendor aging report monthly to identify missed bills, incorrectly entered bills and other potential errors.
- 10. Expense variances to budget and prior year should be reviewed by COO on a regular basis in order to identify and correct irregularities and errors.
- 11. Accounting Manager reconciles Accounts Payable Sub-ledger to the General Ledger on a monthly basis and differences explained/corrected.

## BANKING AND CASH DISBURSEMENTS

Also see Electronic Funds Transfers and Wire Transfers.

- 1. Head of Schools is the primary signatory for all bank accounts. In instances when a second signatory is required for large disbursements (\$5,000 and above), Board Chair and Board Treasurer are secondary check signers.
- 2. COO is responsible for updating signatory information promptly when check signers leave the company in accordance with the Change Management policy.
- 3. All inter-account bank transfers must be approved in writing by Head of Schools, and written documentation of approval filed in the bank reconciliation folder. COO executes the transfer.
- 4. The organization uses Bill.com to make cash disbursements to vendors (other than by petty cash) and, thus, does not maintain either blank or pre-printed check stock on hand.
- 5. A checkbook is kept on-site for limited check writing needs that could not be anticipated. Access is given only to Head of Schools, and the checkbook is locked up when not in use.
- Paper checks that need to be voided are stamped "VOID" promptly, corrected in the accounting system and filed in the bank reconciliation folder by the Office Manager. Accounting Manager is responsible for reviewing and approving all voids.
- 7. All bank accounts are reconciled monthly by Accounting Assistant and reviewed by Accounting Manager.
- 8. Employee reimbursements for business expenses should be submitted in the approved format with all receipts attached. All reimbursement requests require written approval from the employee's direct supervisor. In addition, Wayfinder Schools has a reimbursement policy that all employees are required to acknowledge.
- 9. Petty Cash is used within the organization by teachers and residential staff for student outings. Individuals responsible for petty cash funds are required to retain receipts for all outflows, maintain an official petty cash ledger, complete a monthly reconciliation, and submit the reconciliation and all records to the employee's direct supervisor. Supervisor reviews the reconciliation and all back-up detail, evidences approval, and forwards all documentation to the Accounting office. Accounting Assistant reviews the reconciliation for accuracy, enters the transactions in the accounting system, and retains the documents in the petty cash reconciliation file.

## **ELECTRONIC FUNDS TRANSFERS AND WIRE TRANSFERS**

- 1. Electronic funds transfers (EFTs) and wire transfers (recurring and non-recurring) should be pre-approved in writing by Head of Schools and executed by COO.
- 2. Confirmation phone calls for wire transfers should be directed to Head of Schools.
- 3. Accounting Manager maintains a daily record of EFTs and wire transfers, including documented approval, in the bank reconciliation folder.

### **PAYROLL**

#### ROCESSING

- 1. HR Manager maintains original employee payroll documentation in employee file.
- 2. HR Manager presents changes, such as W4 withholdings, 401k election, pay rate, insurance changes etc. to COO for approval. All changes must be documented in writing and evidenced with COO approval. HR Manager maintains documentation in employee file. Accounting Manager maintains a separate file for payroll purposes.
  - a. Head of School's changes are to be approved by the Board Chair or Treasurer.
  - b. COO's changes are to be approved by the Head of Schools.
- 3. HR Manager restricts access to and secures employee payroll records and files in a locked cabinet.
- 4. Access to the payroll system is restricted using individually assigned usernames and passwords.
- 5. Payroll functions are separated as follows: Accounting Assistant prepares and Accounting Manager reviews the payroll; COO reviews and authorizes the payroll; Paychex processes payments to employees, tax authorities, and banks.
- 6. COO reviews reports and "information change report" (produced by payroll system) each pay period to identify erroneous or fraudulent entries.
- COO reviews payroll fluctuations, period-to-period comparisons in the accounting records to identify unusual
  or unexplained variances.
- 8. Accounting Assistant posts processed and approved payroll totals to the general ledger.
- 9. On a quarterly basis, Accounting Assistant reconciles the general ledger totals to federal and state payroll tax reports. Accounting Manager reviews the reconciliation.

#### PAYROLL CALCULATION

- All employees are required to enter their time (including regular time, overtime, sick time, and vacation time)
  in the electronic timesheet system. On a weekly basis, HR Manager reviews exception reports and works
  directly with employees to address questions or issues. Supervisors are required to approve employee time
  sheets on a weekly basis.
- 2. HR Manager is responsible for maintaining a list of active employees and ensures all time records/timesheets have been submitted.
- 3. Accounting Manager and COO review payroll register totals for gross wages, deductions and net pay, and compare to supporting documents.
- Employee pay changes must be approved in writing by <u>both</u> Head of Schools and COO.

## PAYROLL - CONTINUED

#### PAYROLEK DISTRIBUTION

- 1. Direct deposit of employee pay is preferred to physical checks.
- 2. If physical checks are produced, Office Manager should hand checks directly to employees, when possible to reduce the possibility of fraudulent activity.
- 3. Office Manager secures/locks up undistributed checks.
- 4. Office Manager periodically matches addresses on mailed checks to addresses in employee files to prevent possibility of fraudulent activity.
- 5. Office Manager verifies employee or contractor's name and addresses on year end forms (forms W-2 and 1099) to prevent possibility of fraudulent activity. Verifies return address is correct for The Wayfinder Schools in the event a form is deemed undeliverable.

## PERFORMING BANK RECONCILIATIONS

COO receives, opens and reviews bank statement. Once reviewed, COO routes statement to Accounting Assistant who prepares the bank reconciliation. Accounting Manager reviews and approves the bank reconciliation in accordance with the steps below.

- 1. Make sure that the date of the reconciliation matches the date of the original bank statement being reconciled.
- 2. Agree beginning and ending bank balances shown on the bank statement to ending bank balance on prior month's reconciliation and ending bank balance shown on current month's reconciliation.
- 3. Agree total dollar amount of deposits/credits shown on bank statement to "Total Deposits Cleared" per reconciliation report. Agree total dollar amount of withdrawals/debits on the bank statement to "Total Checks and Charges Cleared" amount per reconciliation report. Any differences should be noted and explained.
- 4. Trace transfers between bank accounts.
- 5. Review names of payees and amounts. Are recurring monthly invoices included in the activity? Are there unusual or very large transactions? Investigate as appropriate. If necessary, obtain supporting documentation for transaction.
- 6. Review the age of any un-cleared items in the reconciliation and follow up on items older than 90 days as necessary.
- 7. Review cancelled checks (physical checks or on-line) for unusual payees or unauthorized signatures.
- 8. Ensure that adjusted bank balance agrees to adjusted book balance on reconciliation report.
- 9. Document your review/approval with a signature and notes as necessary. File approved reconciliation in bank reconciliation folder.

## **EMPLOYEE CHANGE MANAGEMENT**

When an employee or the organization presents change of employment status, the COO is responsible for managing the transition in accordance with the steps below.

- 1. After change in employment status has been documented, the employee's supervisor or HR Manager will meet with the individual to review their current role and responsibilities. Deliverables and systems access will be determined and forwarded to COO for review.
- 2. COO terminates access to systems and reassigns deliverables as necessary.
- COO notifies Accounting Assistant and/or Accounting Manager of changes in employment status for payroll.
   Changes to include (but are not limited to) date of change of status, change in pay rate, vacation/PTO payout, severance package, etc.
- 4. COO determines individual responsible for the following items:
  - a. Monitoring email account
  - b. Deliverables produced by vacated position
- 5. COO or Head of Schools notifies affected individuals of staffing and/or process changes as necessary.